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ABSTRACT

Education in the social sciences aims to help students develop as rational, humane, and productive citizens in a democratic society. Four elements of social studies education are necessary to help develop such citizens: knowledge, skills, values, and participation. Both the formal and the informal curriculum should be based on a reasoned commitment to a core of democratic values, ideas, and beliefs. As important as what the students learn is the way in which the student learns. The resource materials that comprise this guide are gathered together to help educators build an environment where: all teachers are informed and committed to improving education in the social sciences; all teachers are clear about the target social science standards, benchmarks, and eligible content; standards, curriculum, and assessment are closely aligned; and students are engaged in active learning with teaching that builds upon past experiences and previous knowledge. The guide organizes the content standards in social science in five strands: history (including U.S. history and world history); geography; civics; economics; and social science analysis. It outlines content standards using a chart-style format, and then discusses the following curriculum and instruction: Benchmark 1: Primary (K-3); Benchmark 2: Elementary (4-5); Benchmark 3: Middle School (6-8); CIM Benchmark: High School (9-10); All Grade Levels; Sheltered Instruction; Web: Editorial Cartoons; and Internet Helps Meet Social Studies Benchmarks. Includes assessment and resources sections. (BT)

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Teaching and Learning

To Standards

Social Science

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Teacher Resources 1999-2000

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Introduction

Education in the social sciences aims to help students develop as rational, humane and productive citizens in a democratic society. Four elements of social studies education are necessary to help develop such citizens--knowledge, skills, values and participation. Although Oregon's content standards limit the domain of measurable proficiency to knowledge and skills, a good social studies program seeks to foster all four elements.

Students need to organize knowledge around significant concepts, generalizations and theories. Such organization is necessary to make sense of the world by giving students a means by which to appraise subsequent information and compare and contrast it with what they already know. Unless relations among facts are grasped, what might become powerful ideas are left as empty verbalizations, memorized but inert. Young people need a rich fund of information, but information selected with the intent of developing ideas.

Students must learn to be critical and creative thinkers, reflective and capable of gathering, organizing, analyzing, and evaluating information. The excitement of honing one's thinking skills in serious discussion provides one of the best examples of participatory democracy students can experience in the classroom.

Both the formal and the informal curriculum should be based on a reasoned commitment to a core of democratic values, ideas, and beliefs. Democratic values, such as freedom, equality and due process, are the core of our national experience. Students should be encouraged and guided in an examination of those values, and in an analysis of how we as a people have furthered their expression and where we have faltered. Students should also be involved in the thoughtful examination of ideas, viewpoints, beliefs and values of others that differ from their own. By studying these variant values, students learn part of the reasoning behind the decision-making of other people. They come to understand rather than fear multicultural diversity.

Finally, classrooms and schools should be places of active democratic participation. The participatory process is a vital part of the end product citizenship education seeks. As important as what the students learn is the way in which the student learns. A classroom and school that promote democratic participation, even accept the chaos and inefficiency it sometimes seems to produce, are a classroom and school that reinforce ideas with practice.

The resource materials are gathered together here to help educators build an environment where:

- all teachers are informed and committed to improving education in the social sciences;
- all teachers are clear about the target -- the social science standards, benchmarks and eligible content;
- standards, curriculum, and assessment are closely aligned;
- students are engaged in active learning with teaching that builds upon past experiences and previous knowledge.

Content Standards

The social science content standards define the knowledge and skills that all students in the state must demonstrate as the basis for earning, or progressing toward, certificates of mastery. They represent an important part of the whole, but they do not constitute the whole. They do not include measures of commitment to democratic values, nor do they measure or define levels of proficiency in participation. They also do not include knowledge from the social sciences of sociology, psychology or anthropology. They do not, nor were they ever intended to, define a comprehensive curriculum for all Oregon students.

The Common Curriculum Goals define a common core curriculum for all students in Oregon, but again, many districts may not consider it comprehensive enough. Local districts may choose to go beyond state requirements, and are encouraged to do so to meet local priorities. The Common Curriculum Goals and content standards are designed to bring some level of commonality and accountability to the educational experience of students around the state, but they are not exhaustive. Local districts are encouraged to design courses of study or units of instruction to capitalize on the unique strengths and conditions of their schools and communities. Districts are also encouraged to examine critically their written curriculum and instructional materials to reduce unintentional repetition in successive grades and focus in-depth on fundamental ideas and skills.

The content standards in social science are organized in five strands: History (including United States history and world history), Geography, Civics, Economics and Social Science Analysis. The content standards and benchmarks for social science analysis should be demonstrated with appropriate content from the disciplinary standards and grade-level benchmarks. For example, when students select an issue or an event to analyze at the CIM level, it would be appropriate for students and teachers to select an event or issue that relates to the content of history, geography, civics and/or economics at the CIM level. It should not be assumed that because the content and process standards are separated for purposes of definition that the state intends or wishes them to be separate for purposes of instruction and/or assessment.

Social Sciences

The study of the social sciences (history, civics, geography, and economics) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships, and make connections between past, present, and future.

HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
U. S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history: **Era 1:** Three Worlds Meet (Beginnings to 1620) **Era 2:** Colonization and Settlement (1585-1763) **Era 3:** Revolution and the New Nation (1754-1820s) **Era 4:** Expansion and Reform (1801-1861) **Era 5:** Civil War and Reconstruction (1850-1877) **Era 6:** Development of the Industrial U.S. (1870-1900) **Era 7:** Emergence of Modern America (1890-1930) **Era 8:** Great Depression and WW II (1929-1945) **Era 9:** Post-war United States (1945-1970s)	Understand the importance and lasting influence of issues, events, people, and developments in U.S. history.	Recognize and identify the significance of national symbols and holidays: **National symbols:** United States flag, Statue of Liberty, national anthem, Pledge of Allegiance **National holidays:** Fourth of July, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, Martin Luther King, Jr. Day, President's Day, Memorial Day	Understand how individuals changed or significantly influenced the course of U.S. history. *The student will understand:* ■ *How individuals significantly changed ideas, ways of life, the course of events, or the stream of history.* ■ ***Explorers:** Christopher Columbus, Hernando Cortes, Lewis and Clark* ■ ***Inventors:** Benjamin Franklin, Thomas Edison, Alexander Graham Bell, Henry Ford, Orville and Wilbur Wright, Dr. Charles Drew* ***Leaders:** Abraham Lincoln, Frederick Douglass, Susan B. Anthony, Sitting Bull, Jane Addams, Helen*	Understand how various groups of people were affected by events and developments in U.S. history: • mass migrations (voluntary and forced) and immigration; *The student will understand:* ■ *Effects of 19th century westward migration, European immigration, and rural to urban migration on native populations and newcomers in the United States.* • history of slavery and abolition; *The student will understand:* *Conditions of the African slave trade and experiences of enslaved African Americans and "free Blacks" in the United States.*	Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history: • Progressivism at the local, state, and national levels; *The student will understand:* ■ *The concerns of Progressives at the turn of the century* ■ *The successes of Progressivism* ■ *The limitations of Progressivism* • emergence of a modern capitalist economy in the 1920s; *The student will understand:* *How new inventions, new methods of production and new sources of power transformed work, production, and labor.*	Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history: • economic boom after World War II; • causes, course, and impact of the Korean War and the Vietnam War at home and abroad; • the civil rights/equal rights movements; • reshaping of U.S. foreign policy following the end of the Cold War; • contemporary United States.	Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Era 10: Contemporary United States (1968-present)			*Keller, Martin Luther King, Jr., Cesar Chavez* Understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson. *Students will understand:* ■ *Issues and events that led to the Declaration of Independence.* ■ *How the American Revolution was fought and won.* ■ *The impact of the American Revolution.* Roles of Washington, Adams and Jefferson in the Revolution.	■ *How the abolitionists advocated for the end of slavery and the impact of their activities.* ■ *How African Americans resisted the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.* • Consequences of war and famine; *The student will understand:* ■ *Effect of the Irish potato famine in the mid-1800's on American society.* ■ *Consequences of the Civil War on families and soldiers.* ■ *Effects of Indian Wars and opening of the West on Indian families and way of life.* • benefits of scientific and technological developments; *The student will understand:* ■ *How advances in communication technology: the*	■ *How new ways of buying and selling created a consumer economy/society.* ■ *How corporate changes affected the society and culture.* • The Great Depression and the New Deal; *The student will understand:* ■ *The causes of the Great Depression.* ■ *The effect of the Great Depression on the American family.* ■ *How the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life.* • influence of 20th century events in Asia and Europe on the U.S. (World Wars I and II). *The student will understand:* ■ *The causes of World War I.* ■ *Events that led to the entrance of the United States into World War I*		

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
				rapid growth of transportation networks; the production of electricity, oil, and steel; and the introduction of leisure time and products affected everyday life and business in the United States. • reform movements and the rise of labor unions; *The student will understand:* ■ *Effects of 19th Century reform movements and labor unions on women, factory workers, and minority populations.* • rise of big business, heavy industry, and mechanized farming; *The student will understand:* ■ *Effects of rapid industrialization on 19th century factory owners, factory workers, city dwellers, and farmers.* • motivations for and impact on other countries of U.S. territorial expansion in the 19th century.	■ *The character of the war on the western and eastern fronts in World War I, and how new military technology contributed to the scale and duration of the war.* ■ *How the terms of the Versailles Treaty and the social and economic challenges of the postwar decade set the stage for World War II.* ■ *How the United States and other nations responded to aggression in Europe and Asia.* ■ *The military and economic mobilization of the United States during World War II, and its impact on American society.* ■ *The character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.*		

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
				The student will understand: ■ *Motivations for territorial expansion to the Pacific Ocean ("Manifest Destiny) and overseas (expansionistic foreign policy).* ■ *Effect of territorial expansion on other nations and their people.* Understand the political, economic, and social causes, course, and impact of the Civil War and Reconstruction. *The student will understand:* ■ *Events that led to the Civil War.* ■ *How the Civil War was fought and won.* ■ *How Reconstruction affected the country.*			
Use primary and secondary documents and historical artifacts to interpret historical events.							Use historical documents, narratives, and other data to understand historical context and view U.S. history through the perspective of participants.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Interpret and reconstruct chronological relationships	Understand and interpret relationships in history, including chronology, cause and effect, change, and continuity over time.	Understand calendar time sequences and chronological sequences within narratives.	Interpret data and chronological relationships presented in timelines and narratives. *The student will:* ■ *Order events found in historical narratives.* ■ *Know how to calculate time and infer information from timelines.*	Represent and interpret data and chronological relationships from history, using timelines and narratives. *The student will:* ■ *Identify chronologies of events.* ■ *Identify similarities and differences in historical interpretations.*	Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from U.S. history. *The student will:* ■ *Reconstruct the chronological order of significant events related to historical developments.* ■ *Interpret the relationship of events occurring over time.* ■ *Interpret timelines, charts and graphs illustrating chronological relationships.*	Understand, reconstruct, and represent the chronology of narratives and developments throughout U.S. history.	Understand and reconstruct chronological relationships, patterns of succession and duration, and the chronology of narratives throughout U.S. history.
Analyze cause and effect relationships, including multiple causation. Recognize and interpret change and continuity over time. Understand how contemporary perspectives affect historical interpretations.				Recognize and explain causes and effects of significant events in history, and identify patterns of change and continuity over time. *The student will:* ■ *Recognize how forces from different spheres of life can cause or shape an event.* ■ *Identify the role of individual or group action in precipitating change or maintaining continuity.*	Compare and contrast institutions and ideas in various eras of history, noting cause and effect relationships and change and continuity over time. *The student will:* ■ *Recognize and interpret continuity and/or change with respect to particular historical developments in early 20th century history.*	Analyze cause and effect relationships, multiple causation, and patterns of change or continuity over time.	Analyze cause and effect relationships, multiple causation, and patterns of change or continuity throughout U.S. history. Investigate quesitons and hypotheses about development in U.S. history through historical research and social sciences analysis.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
WORLD HISTORY Understand and interpret events, issues, and developments within and across eras of world history: **Era 1**: Beginnings of Human Society **Era 2**: Early Civilizations and the Emergence of Pastoral Peoples (4000 BC-1000 BC) **Era 3**: Classical Traditions, Major Religions, and Giant Empires (1000 BC-300 AD) **Era 4**: Expanding Zones of Exchange and Encounters (300-1000) **Era 5**: Intensified Hemispheric Interactions (1000-1500) **Era 6**: Emergence of the First Global Age (1450-1770) **Era 7**: Age of Revolutions (1750-1914) **Era 8**: Half-Century of Crisis and Achievement (1900-1945) **Era 9**: 20th Century since 1945: Promises and Paradoxes	Understand the importance and lasting influence of significant eras, cultures, issues, events, and developments in world history.			Understand the political, economic, and social characteristics and impact of early civilizations and eras on world development, including: • Ancient civilizations of Egypt, the Americas (Maya, Inca, Aztec), China, and Greece; *The student will understand:* ■ *Major characteristics and historical influence of early civilizations.* • the Roman Republic and Empire; *The student will understand:* ■ *Political characteristics of the Roman Republic, and how they are reflected in law and government in the United States today.* ■ *Economic features of the Roman Empire, and how they compare (or compared) to similar features in the United States.*	Understand the causes, characteristics, and impact of political, economic, and social developments, including: • imperialism and colonialism in the 20th century; *The student will understand:* ■ *The extent of European colonization in Asia and Africa at the turn of the century.* ■ *The causes and characteristics of the resistance movement in India.* ■ *Japanese expansion overseas to solve economic problems.* • revolutions in China, Russia, and Mexico; *The student will understand:* ■ *The impact of the Chinese Revolution of 1911, and the causes of China's Communist Revolution in 1949.* ■ *The causes and consequences of the Russian Revolution of 1917, and the impact on politics in the United States in the 1920's.*	Understand the causes, characteristics, and impact of political, economic, and social developments in the 20th century, including: • dismantling of the empires belonging to European nations and Japan after World Wars I and II; • political movements in Africa, Eurasia, and Latin America; • revolution in communication and the emergence of economic interdependence.	Understand the importance and lasting influence of significant eras, cultures, development and ideas in human history.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Interpret and reconstruct chronological relationships. Analyze cause and effect relationships, including multiple causation. Understand relationships among events, issues, and developments in different spheres of human activity (i.e., economic, social, political, cultural). Understand how contemporary perspectives affect historical interpretations.	Interpret and represent chronological relationships and patterns of change and continuity in world history.			■ *Social characteristics of the Roman Republic and Empire.* ■ *The historical legacy of the Romans.* Represent and interpret the general chronology of world history, using timelines and narratives. • The Middle Ages; *The student will understand:* ■ *The relationship between the Roman Catholic church and society in shaping life in the European Middle Ages.* ■ *The feudal system and manor life as organizing structures in the early Middle Ages* ■ *How the growth of towns and commerce contributed to the end of the Middle Ages.* ■ *The historical legacy of the Middle Ages.* • The Renaissance and Reformation; *The student will understand:*	■ *The causes and consequences of the Mexican Revolution of 1911-1917.* ■ *Nazi Germany and the Holocaust.* *The student will understand:* ■ *The development of Nazi racism and the theory of the "master race" in the context of a history of European anti-Semitism.* ■ *The systemic campaign of terror and persecution.* ■ *The response of the world community.* Interpret and represent the chronology of significant events and developments in world history. *The student will:* ■ *Reconstruct the chronological order of significant events related to historical developments.* ■ *Interpret the relationship of events occurring over time.* ■ *Interpret timelines, charts and graphs illustrating chronological relationships.*	Understand and represent chronological relationships in world history, connecting them to contemporary developments or events. Consider patterns of change and continuity in world history in relationship to contemporary events, issues, problems, and phenomena.	Understand and reconstruct chronological relationships and patterns of succession and duration in human history.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
				■ *Characteristics of Renaissance thinking, art, and learning.* ■ *How Renaissance thinking contributed to the Protestant Reformation and the Age of Discovery.* ■ *How the Reformation affected politics by unleashing periods of persecution and religious wars.* • Agricultural and industrial revolutions; *The student will understand:* ■ *How innovations in industry and transportation created the factory system, which led to the Industrial Revolution.* ■ *How the Industrial Revolution transformed capitalism and affected the English class system.*	■ *Interpret the relationship of events occurring over time.* ■ *Identify and explain patterns of change and continuity in world history.*		

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
				■ *How the Agricultural Revolution contributed to and accompanied the Industrial Revolution.* ■ *How science and education increased life expectancy in the 1800's.* • Imperialism and colonialism in the late 19th century; *The student will understand:* ■ *The concepts of imperialism and nationalism.* ■ *How the Industrial Revolution and nationalism contributed to European imperialism during the 19th century.* ■ *How European colonizers interacted with indigenous populations of Africa, India and Southeast Asia, and how the native populations responded.*			

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
				▪ Represent and interpret the general chronology of world history, using timelines and narratives; *The student will:* ■ *Identify chronologies of major events and civilizations.* Compare and contrast ways of life in various times and cultures from world history, noting change and continuity over time.			
STATE AND LOCAL HISTORY Understand and interpret events, issues, and developments in the history of one's family, local community, and culture. Understand and interpret the history of the state of Oregon.							

SOCIAL SCIENCES

CIVICS AND GOVERNMENT: Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Understand historic, geographic, social, and economic factors that help shape American society and ideas about government, including the structure and meaning of the Constitution and Bill of Rights. Describe the principles and ideals of American democracy (e.g., individual rights, public good, self government, justice, equality, popular sovereignty, constitutional government, rule of law, separation of powers, checks and balances, federalism).	Understand the principles and ideals upon which the government of the United States is based.	Identify essential ideas and values expressed in national symbols and patriotic songs of the United States.	Identify essential ideas expressed in the Declaration of Independence and the Constitution. *The student will understand:* ■ *The concept of rule of law.* ■ *The purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.*	Understand the purposes of government as stated in the Constitution and specific provisions that limit the power of government in order to protect the rights of individuals. *The students will understand:* ■ *The purposes of government as stated in the Preamble.* ■ *How the power of government is limited in the United States.* ■ *Provisions of the Bill of Rights that protect individual rights.*	Understand how the Constitution can be a vehicle for change and for resolving issues as well as a device for preserving values and principles of society. *The students will understand:* ■ *Provisions for amending the U.S. Constitution and the Oregon Constitution including how amendments may be introduced, what is required for passage and how the process accommodates changing needs and the preservation of values and principles.* ■ *The "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.* ■ *The concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.*	Analyze how various provisions and foundational principles represented by the Constitution promote effective but limited government and apply to issues and policy in society.	Understand the philosophy and principles upon which the government of the United States is based.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Describe the organization, responsibilities and interrelationships of local, state, and federal government in the United States. Identify the roles of the three branches of government and explain how their powers are distributed and shared.	Understand the organization, responsibilities, functions, and interrelationships of federal, state, and local government in the United States.	Understand the purposes (e.g., order, stability) and roles of rules, leaders, and participants in government.	Identify and distinguish among the branches (legislative, executive, and judicial) and levels (federal, state, and local) of government in the United States. *The student will understand:* ■ *The names and primary function of each branch of government at the federal and state levels.* ■ *Public safety, transportation, education and recreation as responsibilities of local governments.* Identify how laws are made and enforced by government in the United States. *The student will understand that:* ■ *Laws are made at the federal level and the state level.* ■ *Laws are made to protect individual rights and the common good.* ■ *Laws are enforced at the federal, state and local levels.*	Identify how powers and responsibilities are distributed and balanced among the legislative, executive, and judicial branches of government at federal, state, and local levels. *The student will understand:* ■ *The powers of each branch of government as stated in the Constitution.* ■ *How each branch of the federal government checks and balances the power of the other two branches.* ■ *The legislative, executive, and judicial institutions at each level of government.* Understand the role of laws in the United States, and the processes through which they are made, applied, and enforced. *The student will understand:* ■ *The role of three kinds of law in the United States: Constitutional law, criminal law, and civil law.*	Understand the purposes behind the organization of the United States government and the responsibilities and interrelationships of its three branches, its agencies, and its levels (federal, state, local). *The student will understand:* ■ *How federalism limits power, creates more opportunities for people to participate, facilitates accountability, and enables the government to be responsive and effective.* ■ *The distribution of power between the federal and state governments.* ■ *How each branch of the federal government checks and balances the power of the other two branches.* Explain how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.	Analyze government involvement at the federal, state, and local levels relative to the resolution of a particular issue. Analyze the development, application, and enforcement of laws which significantly impact particular segments or contexts of society.	Apply understanding of the interrelationships among purposes, systems, structures, and functions of U.S. government.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
				■ *How laws are made at the federal and state level.* ■ *How courts are organized by level and their jurisdiction.*	*The student will understand:* ■ *The process by which laws are developed at the federal level and key differences between how laws are developed at the federal level and in Oregon.* ■ *How the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.* ■ *The role of due process in the protection of individuals.*		
Describe personal, political, and economic rights of citizens in the United States. Describe participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).	Understand the roles, rights, and responsibilities of citizens in the United States.	Identify ways that people can participate in their communities and the rights and responsibilities of membership.	Identify how citizens can make their voices heard responsibly in the political process. *The student will understand that:* ■ *Citizens can learn about public issues.* ■ *Citizens can influence the actions of government.*	Understand citizens' roles and ways of participating responsibly in the political process. *The student will understand:* ■ *Civic responsibilities of American citizenship.* ■ *Opportunities for participation in the political process.*	Understand the roles of citizens as informed, responsible participants in the political process. *The student will understand:* ■ *Civic responsibilities of American citizens.* ■ *The origins and major characteristics of American political parties and how they provide opportunities for citizen participation.* ■ *Opportunities for participation in the political process.*	Evaluate strategies for informed, responsible participation by citizens in the U.S. political system (local, state, or federal level).	Apply understanding of the U.S. political system and citizens' rights and responsibilities as informed, ethical participants.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Explain how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions of the United States can affect other peoples and nations. Describe how the American concepts of democracy and individual rights and responsibilities influence events in other countries and how events in other countries influence American politics and society. Describe U.S. foreign policy and its consequences in relation to national interest and American values.	Understand how the United States government relates and interacts with other nations.	Recognize that the world is divided into different nations that interact with one another (e.g., trade, cultural exchange, cooperation, and conflict).	Recognize examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements. *The student will understand that:* ■ *Nations interact economically.* ■ *The United States makes treaties with other nations, including Indian nations.* ■ *Nations demonstrate good will toward other nations in a variety of ways.*	Identify how actions of the U.S. government affect citizens of other countries and, in turn, affect its own citizens. *The student will understand:* ■ *How the U.S. government affects citizens of other countries.* ■ *How U.S. government actions with other nations affect citizens of the United States.*	Understand the purposes and functions of major international organizations (e.g., United Nations, NATO, Red Cross) and how the United States interacts with other nations through them. *The student will understand:* ■ *The purposes and functions of the United Nations, and the role of the United States in the United Nations.* ■ *The purpose and function of international humanitarian agencies and special interest advocacy groups, and how the United States interacts with people in other nations through these organizations.*	Evaluate and defend positions on international issues in light of national interests, values, and principles.	Understand how other government and political systems compare and interact with those of the United States.

SOCIAL SCIENCES

GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Understand the spatial concepts of location, distance, direction, scale, movement, and region. Recognize and use appropriate geographic tools and technology (e.g., maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images) to answer geographic questions, analyze spatial distributions and patterns, and solve geographic problems.	Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.	View and draw simple maps and pictures to locate, describe, and show movement among places.	Examine and prepare maps, charts, and other visual representations to locate places and interpret geographic information. *The student will:* ■ *Know and use basic map elements to answer geographic questions or display geographic information.* ■ *Use maps and charts to interpret geographic information.* ■ *Use other visual representations to locate, identify and distinguish physical and human features of places and regions.*	Read, interpret, and prepare maps, charts, graphs, and other visual representations to understand geographic relationships. *The student will use:* ■ *Maps, charts and graphs to understand patterns of movement over time and space.* ■ *Maps, charts, graphs, and photographs to analyze spatial distributions and patterns.*	Use, interpret, and construct geographic representations (maps, globes, charts, graphs, diagrams, models, photographs, databases) to analyze information, explain spatial relationships, and compare places. *The student will:* ■ *Understand the advantages and disadvantages of using various geographic representations to depict and solve geographic problems.* ■ *Use a variety of geographic representations to analyze information, and make decisions regarding geographic issues.*	Use, analyze, and design geographic representations to interpret and evaluate information related to a specific context.	Use, analyze, and design geographic representations to interpret and evaluate information and support conclusions.
Locate major physical and human (cultural) features of the Earth. Use maps to organize information about people, places, and environments in a spatial context.			Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon. *The student will know:* ■ *The names of the continents and*	Locate and identify on maps and globes the regions of the world and their prominent physical features. *The student will identify:* ■ *The location of major mountain ranges, deserts,*	Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events. *The student will:* ■ *Understand how*	Locate places and regions that have significance within a specific context and describe their physical, social, cultural, political, and economic characteristics.	Locate, map, and describe major physical and human geographic phenomena (e.g., regions of strategic importance, political boundaries, distributions of populations or cultures, geological fault lines, sources of weather patterns)

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
			■ *their relative size, shape, and location.* ■ *The names of the fifty states and their location relative to other states.* ■ *The location and geographic significance of major mountains, rivers and land regions of Oregon.*	*rivers, cultural regions and countries in the world.*	■ *geography played a significant role in the outcome of historical events in the first half of the 20th century.* ■ *Locate, identify and explain changes in political boundaries from 1900-1945.* ■ *Locate and identify places and regions most prominent in contemporary events in Oregon, the United States and the world.*		of significance to historical and contemporary events and issues.
Compare physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.	Identify and explain physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.	Identify physical characteristics of places and compare them.	Identify physical and human characteristics of regions in the United States and the processes that have shaped them. *The Student will identify:* ■ *Major landforms, bodies of water, vegetation, and climate found in regions of the United States.* ■ *Type of economic activity, population distribution, and cities found in regions of the United States.*	Explain and compare physical and human characteristics of major regions and significant places in the worls. *The student will:* ■ *Locate and identify population centers and geographic reasons for their locations.* ■ *Identify, locate, and compare the cultural characteristics of places and regions.* ■ *Recognize relationships between the physical and cultural characteristics of a place or region.*	Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them. *The student will:* ■ *Use geographic tools to make and identify change in a place over time, and to infer reasons for the change.* ■ *Analyze the effects of technological change on a country's standard of living.* ■ *Analyze the physical and socioeconomic changes that occur in urban areas that gain population and in regions that lose population.*	Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them.	Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Understand the social, cultural, and economic processes that change the characteristics of places and regions over time (e.g., development, accessibility, migration, resource use, belief systems, transportation and communication systems, major technological changes, environment, wars). Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.							
Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems). Understand the functions, sizes, and spatial arrangements of urban areas on Earth. Compare and contrast one area of settlement to another (e.g., resources, length of settlement, accessibility). Predict trends in world population numbers and patterns including differences in settlement of developing and developed countries.	Understand the distribution and movement of people, ideas, and products.	Identify population patterns and cultures in a community.	Identify patterns of migration and cultural interaction in the United States. *The student will understand:* ■ *How physical geography affects the routes, flow and destinations of migrations.* ■ *How migrations affect the culture of emigrants and native populations.* ■ *Cultural characteristics found in the United States that originated in other cultures, and the means by which they came to the United States.*	Identify patterns of population distribution, migration, and cultural interaction in the United States. *The student will:* ■ *Identify patterns of population distribution and infer causes.* ■ *Understand patterns of migration streams in U.S. history.* ■ *Understand how migration streams affect the spread of cultural traits.*	Understand how transportation and communication patterns have affected the flow and interactions of people, ideas, and products. *The student will understand:* ■ *How transportation and communication systems of the present compare to those of the past, and how this changes perceptions of space and time.* ■ *How communication and transportation technologies contribute to trade and cultural convergence.*	Analyze issues and effects of population demographics, distribution, and cultural and movement patterns within a specific context.	Analyze processes of human and cultural distribution, migration, acculturation, interaction, assimilation, or conflict.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Describe the consequences of humans changing the physical environment (e.g., ozone, forests, air, water) and how human changes in one place affect other places. Understand how differing points of view, self interests, and global distribution of natural resources play a role in conflict over territory. Describe how physical characteristics of places and regions affect human activities. Understand the geographic results of resource use and management programs and policies.	Explain how humans and the physical environment impact and influence each other.	Describe how people's lives are affected by the physical environment.	Explain how physical environments are affected by human activities and present opportunities, constraints, and hazards for people. *The student will understand:* ■ *How human activity can impact the environment.* ■ *How the physical environment presents opportunities for economic and recreational activity.* ■ *Constraints to human activity caused by the physical environment and the effect on human activity of natural hazards.*	Explain how human modification of the physical environment in a place affects both that place and other places. *The student will understand:* ■ *How the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.* ■ *How clearing vegetation affects the physical environment of a place and other places.*	Analyze human modifications of the physical environment, their global impacts, and consequences for human activity. *The student will understand:* ■ *Distinctions among renewable resources, non-renewable resources, and flow resources and the global consequences of mismanagement.* ■ *How different methods of extracting and using resources affect the environment.* ■ *How and why different people relate and react differently to the land and its resources.*	Analyze an issue, event, phenomenon, or problem in terms of the interaction and interdependence of physical and human systems.	Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.

SOCIAL SCIENCES

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Understand that resources are limited (e.g., scarcity, opportunity, cost).	Understand how the U.S. market economy functions as a system to address issues of resource allocation, including production, consumption, and exchange of goods and services.	Understand that limited resources make economic choices necessary.	Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits. *The student will understand that:* ■ *Whenever a choice is made, there is a cost.* ■ *People choose to trade when each side expects to benefit from the exchange.* ■ *Options can be analyzed in terms of cost and benefits.*	Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, natural resources). *The student will understand that:* ■ *People respond predictably to positive and negative incentives.* ■ *Price is an incentive for both buyers and producers/ sellers in the marketplace.*	Understand how incentives, specialization, and competition affect production and consumption in a market economy. *The student will understand that:* ■ *Specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.* ■ *Competition among sellers leads to lower prices and encourages producers to produce more of what consumers are willing to buy. Competition among buyers increases prices and allocates goods and services only to those who can afford them.*	Examine how the U.S. market economy functions within a contemporary context.	Examine how a market economy functions as a system and compare with other economic systems.
Understand economic trade-offs and how choices result in both costs and benefits to individuals and society. Understand economic concepts, principles, and factors affecting the	Understand how economic conditions in a market economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.		Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers. *The student will understand that:*	Understand how banks and credit unions serve savers and borrowers. *The students will understand that:* ■ *Banks and credit unions are*	Understand how consumers, producers, economic institutions, and government respond to changes in the economy. *The student will understand that:*	Use economic indicators (consumer price index, productivity, unemployment, GNP) to understand current economic conditions and their relationship to the behavior of savers,	Analyze trends in economic conditions and indicators, and their relationship to national and international political social, and geographic factors.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
allocation of available resources in the U.S. market economy. Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in the U.S. market economy.			■ *Prices rise and fall depending on supply and demand.* ■ *Consumers respond predictably to fluctuations in price.*	*institutions where people save money and earn interest, and where other people borrow money and pay interest.* ■ *Interest rates provide incentives for borrowing.*	■ *People make economic decisions by comparing costs and benefits.* ■ *Consumer demand and market price directly impact one another.* ■ *Government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.* ■ *Government can affect international trade through tariffs, quotas and trade agreements.*	borrowers, investors, producers, and consumers.	
Apply economic concepts and principles to issues of personal finance.	Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.	Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.	Understand the processes of earning, saving, spending, budgeting, and record keeping in money management. *The student will understand that:* ■ *People earn income by exchanging their labor for wages and salaries.* ■ *Saving is the part of income not spent on taxes or consumption.* ■ *Spending involves exchanging money for goods or services.*	Understand factors that determine personal income and predict future earnings, based on plans for education and training. *The students will understand that:* ■ *A wage or salary is the price of labor, and is usually determined by the supply and demand for labor.* ■ *People's incomes, in part, reflect choices they have made about education, training, skill development and careers.*	Analyze the potential risks and returns of various investment opportunities in a market economy, including entrepreneurship. *The student will be able to:* ■ *Identify potential incentives and disincentives of entrepreneurship.* ■ *Identify potential risks and returns of economic decisions under various economic conditions.* ■ *Recognize how workers can increase their productivity by improving their*	Apply the concepts of marginal cost and marginal benefit in making economic decisions regarding financial planning, the use of credit, and the purchase of goods and services.	

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
			■ *A budget is a record-keeping plan for managing income and spending.*		*skills or by using tools and machinery.*		
							Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.

SOCIAL SCIENCES

SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark	CAM/Grade 12 Benchmark	PASS Criteria
Define and clarify an issue so that its dimensions are well understood.	Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society. Gather, use, and evaluate researched information to support analysis and conclusions.	Identify an issue or problem that can be studied.	Examine an event, issue, or problem through inquiry and research. Gather, use, and document information from multiple sources (e.g., print, electronic, human).	Clarify key aspects of an event, issue, or problem through inquiry and research. Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.	Define, research, and explain an event, issue, problem, or phenomenon and its significance to society. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.	Define, research, and explain a significant event, issue, problem, or phenomenon, its context and its implications for individuals and communities. Generate or gather, analyze, interpret, and evaluate data, statistics, and information, noting patterns, limitations, and biases.	Define, research, and explain complex events, issues, problems, or phenomena (historical or contemporary) of significance to society. Generate or gather, analyze, interpret, and evaluate data, statistics, and information, noting patterns, limitations and biases. Use, integrate and communicate research and analysis for a variety of purposes, audiences, and contexts.
Explain various perspectives on an event or issue and the reasoning behind them.	Understand an event, issue, problem, or phenomenon from multiple perspectives.	Identify and compare different ways of looking at an event, issue, or problem.	Identify and study two or more points of view on an event, issue, or problem.	Examine a controversial event, issue, or problem from more than one perspective.	View and explain an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.	View and understand an event, issue, problem, or phenomenon in multiple ways, using information and perspectives from various disciplines or interests.	View and understand complex events, issues, problems, and phenomena using multiple perspectives from the social sciences (i.e., historical, geographic, political, economic, sociological, anthropological, psychological).
Identify, analyze, and select a course of action to resolve an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon. Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion.	Identify how people or other living things might be affected by an event, issue, or problem. Identify possible options or responses, then make a choice or express an opinion.	Explain characteristics of an event, issue, or problem, suggesting possible causes and results. Identify a response or solution and explain why it makes sense, using support from research.	Examine the various characteristics, causes, and effects of an event, issue, or problem. Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.	Analyze an event, issue, problem or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects. Propose, compare, and judge multiple responses, alternatives, or solutions, then reach a defensible, supported conclusion.	Analyze an event, issue, problem, or phenomenon within a particular context, explaining multiple characteristics, causes, and consequences. Propose, compare, and evaluate multiple responses, alternatives, or solutions, considering context, using defensible criteria, and supporting conclusions.	Analyze multiple characteristics, causes, and consequences of events, issues, problems, and phenomena at various levels, from local to international. Propose, compare, and evaluate multiple responses, alternatives, or solutions, using supporting data and defensible criteria to reach reasoned conclusions.

Curriculum and Instruction

Benchmark 1: Primary (K-3)

History

Save Our History: The Star-Spangled Banner Project
The Star-Spangled Banner is the flag that flew over Fort McHenry in Baltimore during its attack by the British in the War of 1812. It inspired Francis Scott Key, a U.S. lawyer held aboard a British ship in Baltimore Harbor, to write a poem that later became the lyrics to the national anthem. Since 1907, the Star-Spangled Banner has been part of the collection at the Smithsonian Institution and has hung as the centerpiece of the National Museum of American History in Washington, D.C. for more than 30 years. Now the flag needs to be cleaned, examined and preserved for future generations.

The National Museum of American History and The History Channel together developed a teacher's manual because the project provides an ideal opportunity to teach children about the flag's history and the importance of its preservation.

Lessons for K-2 include:

- The Story of the Star-Spangled Banner
- "Just How Big Is that Flag? Math and Measuring the Star-Spangled Banner
- "The Star-Spangled Banner": Music and Language Arts
- The Smithsonian Institution and Museums Today: Learning about Museums
- Preservation and the Power of Light: Science and the Star-Spangled Banner

Interdisciplinary lessons also are included for grades 3-5 and 6-8.

The History Channel
Community Marketing
235 East 45th Street
New York NY 10017
Fax (212) 210-1429.

American History for Children Grades K-4
Children learn about history through graphics and animations, live-action portrayals of historic figures, and stories told from a child's point of view. Sing-along songs with on-screen lyrics and up-beat music add to the engagement. Set of six videos. ($29.95 each)

Videos that align topologically to Oregon's grade 3 and 5 benchmarks include:

- Early Settlers (grade 3)
- American Independence (grade 5)
- United States Constitution (grade 5)
- United States Expansion (grade 5 geography).

Crystal Productions
1812 Johns Drive
P.O. Box 2159
Glenview IL 60025-2159

Phone (800) 255-8629
Fax (800) 657-8149 or (847) 657-8149
http://www.crystalproductions.com

GPN
PO Box 80669
Lincoln NE 68501-0669
Phone: 1-800-228-4630
Fax 1-800-306-2330
gpn@unlingo.unl.edu
(GPN is a service agency of Nebraska Educational Television and the University of Nebraska--Lincoln.)

Economics

From the National Council on Economics Education

- **Master Curriculum Guides: Teaching Strategies K-2**
  Each of the 25 lessons in this five-part instructional guide is designed to build on the world in which young children live. Lessons introduce students to such topics as how goods and services satisfy people's wants, the world of work and the role that workers and other resources play in producing goods and services, the world of scarcity and the need to make choices, specialization and interdependence, producers and consumers, and the role that money plays in that exchange. Also includes several learning center activities, a puppet play, and two final lesson reviews. ($25.95)

- **Personal Finance Economics: K-2: Pocketwise**
  This 14-lesson curriculum unit is designed to show students how they can use economic knowledge and decision making skills to make better decisions in real world situations. Each lesson begins with a story the teacher reads to the students related to student activities. Lessons introduce economics concepts such as scarcity and choices, opportunity cost, wants, consumers, goods/services, money, interdependence, human capital, and prices. They discuss topics such as how people get money, types of money and its purchasing power, decisions involving how to use money, planned and unplanned decisions, the influence of advertising on spending decisions, saving, budgeting and credit. A culminating lesson reviews the personal finance concepts taught in earlier lessons. Lessons also provide suggestions for reinforcing economic concepts within other subject areas and through children's literature, family activities and community involvement. ($24.95)

- **Choice & Changes E1 (Grades 2-4): Work, Resources and Choices**
  Activities teaching key economic concepts and demonstrating the critical link between education and future productivity in society are included in these 22 lessons. Students discover what being a worker means; they study pictures of workers who produce goods and workers who produce services, and observe workers on a field trip. Students interview workers in the community and create a wall mural of class members as future workers. In other lessons, students produce a product and attempt to improve it by using their creativity. They learn to identify alternatives that create choices and their opportunity costs. They participate in a skit about setting goals and play a game that illustrates how obstacles can be overcome. Each lesson includes a focus for the at-risk student, teaching procedures, activities for evaluation, a glossary and extension activities for students to connect themes with their own lives. (Teacher Resource Manual $23.95; Student Activities $7.95; Student Journals [30]; $39.95)

(800) 338-1192
www.nationalcouncil.org
www.economicsamerica.org

Non-fiction Reading

Appleseeds Magazine
Nine thematic issues per year filled with articles, interviews, stories and activities that develop interest and skills in vocabulary, geography, history, math and science. Reading in the content area is engaging and informative. ($26.95 for 9 issues; $15.95 for 9 issues in bulk [more than 3]; back issues also available singly or in bulk).

(800) 821-0115
www.cobblestonepub.com

Internet Connections

HotLinks for Social Studies
Offers five elementary school topics--including America, explorers, geography, heroes and holidays--in book form. Points you to more than 60 Web sites per topic, each one reviewed by educators for quality, appropriateness and relevance. ($29.95 each or $119.75 for all five books and Web sites)

Classroom Connect
431 Madrid Avenue
Torrance CA 90501-1430
(800) 638-1639
http://www.classroom.com

Benchmark 2: Elementary (4-5)

History

Cobblestone Magazine (Discover American History)
Nine issues per year on American history themes. Designed for students in grades 4-9, each issue combines articles and sidebars with historic images, primary documents, maps, illustrations, timelines and activities that bring history to life. The Organization of American Historians Magazine of History calls Cobblestone, "a very special, highly recommended social studies magazine. It is rich in ideas, challenging the student to think….It is respectful of young people, their intelligence and their need for thoughtful discussion." ($26.95 for 9 issues; $15.95 for 9 issues in bulk [more than 3]; back issues also available singly at $4.95 or in bulk [contact Cobblestone for price]).

(800) 821-0115
www.cobblestonepub.com

U.S. Biographies
The U.S. Biography Series is a set of seven teacher resource units and seven student books which explore and describe the lives of 98 who affected the course of American history. These seven multicultural curriculum units offer a living record of the story of the United States. The teacher resource units contain lessons on individuals who changed their world and ours. Each lesson includes objectives, background notes, enrichment suggestions, three- to four-page reproducible biography narratives (14 biographies per book) and additional reproducible students handouts. The student books contain a three- to four-page biography narrative on each individuals. Personalities listed in Oregon's 5th grade benchmarks include: Benjamin Franklin, George Washington, Thomas Jefferson, Lewis and Clark, Susan B. Anthony, Frederick Douglass, Alexander Graham Bell, Abraham Lincoln, Sitting Bull, Thomas Edison and Henry Ford. Reading level: 4.0-5.0. ($19.95 for each teacher resource unit; $4.95 for each student book)

Saddleback Educational, Inc.
3505 Cadillac Avenue, Bldg. F-9
Costa Mesa, CA 92626-1443
Phone (888) SDL-BACK
Fax (714) 545-1108
info@sdlback.com

Civics

We the People
This nationally acclaimed program focuses on the history and principles of the U.S. Constitution and Bill of Rights for upper elementary, middle and high school students. The *We the People…* curriculum not only enhances students' understanding of the institutions of American constitutional democracy, it also helps them identify the contemporary relevance of the Constitution and Bill of Rights. In an evaluation by Educational Testing Service, it was found that *We the People…*students significantly outperformed comparison students on every topic studied. The program's culminating activity is a simulated congressional hearing where students demonstrate their knowledge as they evaluate, take and defend positions on relevant historical and contemporary constitutional issues. (Classroom set including 30 *We the People* student books, teacher's guide, instructional packet, multiple choice tests, materials for performance assessment and a sample certificate of achievement $175.00 soft cover; $475.00 hard cover)

Free classroom sets may be available from your congressional district coordinator. For the name of your district coordinator, contact:

Marilyn Cover
Classroom Law Project
620 SW Main Street, Suite 102
Portland OR 97207
Phone (503) 224-4424

or

Center for Civic Education
5146 Douglas Fir Road
Calabasas CA 91302-1467
Phone (818) 591-9321
Fax (818) 591-9330
www.civic.ed.org

Geography

Click and Learn
Educational software designed to help students memorize important information. Students race the clock to learn names and locations of countries of the world, 50 states of the United States and more. Teachers also can create their own drills.

Click and Learn Software
PO Box 2567
Bartlesville OK 74005)
(888) 254-2550
http://www.clickandlearn.com

Economics

From the National Council on Economics Education

- **Choices and Changes EII (Grades 4-6) You Can Be An Inventor: Human Capital and Entrepreneurship**
  Includes 17 days worth of activities for at-risk students. Lessons and activities teach key economics concepts such as economic resources, innovation, basic economic questions, specialization and profit and demonstrate the critical link between education and future productivity in society. Lessons introduce the nature of inventions and innovations and emphasize that every individual can be creative. They examine what must be accomplished before a product is sold–assessing consumer appeal by conducting a consumer survey, organizing for production and quality control and developing a promotion plan. Students actually create, produce and sell a product of their choice. They evaluate their productions and take part in an Invention Fair. ($23.95 teacher resource manual; $7.95 student activities; $39.95 student journals)

- **The Community Publishing Company**
  Includes 33 lessons with background, activities and student handouts. Lessons are organized around six topics: research the community (community resources, community tour, visiting a business and

community interview); write about the community (reports and art activities); form a publishing company (resources, production, prices, and credit); produce a book about the community (write, illustrate, and publish a book); sell the community book (advertising, marketing, and the sale of the book); and analyze the business results. Through this involving and motivating program, students learn scarcity, opportunity cost, trade-offs, productivity, economic institutions and incentives, exchange, money, interdependence, markets and prices, and supply and demand. ($56.95 teacher resource manual; $12.95 student activity book)

- **Personal Finance Economics 3-5: $mart $pending and $aving**
  Designed to show students how they can use economic knowledge to make better decisions in real world situations as spenders, savers, borrowers and money managers. Children create a spending diary and analyze spending choices they make by considering costs and benefits. Strategies for saving and reasons for borrowing or lending are included. A board game illustrates the advantages of budgeting and the perils of poor money management. Lessons provide suggestions for reinforcing the economic concepts within other subject areas and through children's literature, family activities and community involvement. ($24.95)

- **Master Curriculum Guide Teaching Strategies Grades 3-4**
  Includes 15 lessons designed to make teaching and learning economics exciting and rewarding by building on the world in which third and fourth graders live. Students take part in a trading activity, bookmark production activity, engage in a classroom competition, conduct interviews, perform skits and take part in a simulation. Discussion, reading and writing clarify and reinforce such economic concepts as goods and services, scarcity, wants, resources, decision making, productivity, specialization, producers/consumers, barter, money, interdependence, supply and demand, competition, taxes, entrepreneurship, and division of labor. ($24.95)

- **Master Curriculum Guide Teaching Strategies 5-6**
- Includes 15 lessons which tap interest in business through production activities, role plays, and market simulations. Lessons use models, flow charts and graphs to study economic systems, decision making, productivity, specialization, profit/loss, markets, supply and demand, and the role of government. Suggestions are included for reinforcing the concepts within other subject areas and through family activities, the newspaper and community involvement. ($24.95)

National Council on Economics Education
(800) 338-1192
www.nationalcouncil.org
www.economicsamerica.org

Econ and Me
Award-winning video series composed of five 15-minute video programs, each focusing on a central economic concept: scarcity, opportunity costs, consumption, production, and interdependence. The videos revolve around four children and their invisible friend who helps them think through their own real-life economic problems and understand basic economic concepts. Animation recaps the economic problems and concepts presented. The teacher's guide includes a pre/post test, video program summaries, discussion questions and activities, teaching plans, masters of student activities and extension activities. ($95.00 video kit)

Agency for Instructional Technology
800-457-4509

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(Individual titles: $17.96; $13.96 for 10 or more of the same title)

Greenhaven Press, Inc.
PO Box 289009
San Diego CA
(800) 231-5163
www.greenhaven.com

Internet Connections

HotLinks for Social Studies
Offers five elementary school topics--including America, explorers, geography, heroes and holidays--in book form. Points you to more than 60 Web sites per topic, each one reviewed by educators for quality, appropriateness and relevance. ($29.95 each or $119.75 for all five books and Web sites)

Classroom Connect
431 Madrid Avenue
Torrance CA 90501-1430
(800) 638-1639
http://www.classroom.com

CyberTrips
Allows you to take your class on virtual field trips to Egypt, Washington, D.C., Kenya, Paris, Mt. Everest, the Himalayas and other places around the world. Each CyberTrip unit consists of a 64-page curriculum guide, plus a resource-rich Web site. At the heart of each unit is a series of 18 tour stops emphasizing geography, history and culture. Each stop offers detailed teacher notes, questions to guide students' online research and a brief hands-on activity for assessing student learning. Stops on the tour can be made in any order for maximum flexibility. Designed for students in grades 4-8. ($49.95 each or $199.95 for all five)

Classroom Connect
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(800) 638-1639
http://www.classroom.com

Benchmark 3: Middle School (6-8)

History

Cobblestone Magazine (Discover American History)
Nine issues per year on American history themes. Designed for students in grades 4-9, each issue combines articles and sidebars with historic images, primary documents, maps, illustrations, timelines and activities that bring history to life. The Organization of American Historians Magazine of History calls Cobblestone, "a very special, highly recommended social studies magazine. It is rich in ideas, challenging the student to think.…It is respectful of young people, their intelligence and their need for thoughtful discussion." ($26.95 for 9 issues; $15.95 for 9 issues in bulk [more than 3]; back issues also available singly at $4.95 or in bulk [contact Cobblestone for price]).

(800) 821-0115
www.cobblestonepub.com

A & E Classroom and The History Channel Classroom
Daily programming on a variety of historical topics. Also available on video. A & E offers Biography magazine. The Idea Book for Educators provides teaching suggestions for various programs.

A & E (4 to 5 a.m. Pacific time)
www.AandE.com
The History Channel (3 to 4 a.m. Pacific time)
www.HistoryChannel.com

Calliope Magazine (Exploring World History)
Nine issues per year on world history topics. Each 48-page issue offers major articles that broaden the reader's understanding of the theme. Maps and timelines, illustrations and relevant art from major museums complement the text. A wide variety of activities and regular departments, such as "Fun With Words," "Past is Present," and "Digging Up the Past," which focuses on recent archeological discoveries and interviews with experiences and budding archeologists–pique student interest. Quality, grade-level correct and historically accurate world history readings and activities for students in grades 4-9. ($26.95 for 9 issues; $15.95 for 9 issues in bulk [more than 3]; back issues also available singly at $4.95 or in bulk [contact Cobblestone for price])

(800) 821-0115
www.cobblestonepub.com

World History Series
Each book in the series offers an overview of an important historical event or period. Primary and secondary source quotations; comprehensive bibliographies, black and white photos. Numerous titles; those aligned topologically to Oregon's grade 8 benchmarks include:

- Ancient Greece (1994)
- Aztec Civilization (1995)
- The Collapse of the Roman Republic (1998)
- The Decline and Fall of the Roman Empire (1998)
- Egypt of the Pharaohs (1996)
- The Roman Empire (1994)
- The Roman Republic (1004)
- The Age of Feudalism (1994)

- The Crusades (1995)
- The Early Middle Ages (1995)
- The Late Middle Ages (1995)
- The Reformation (1996)
- The Renaissance (1998)
- The Industrial Revolution (1998)
- The History of Slavery (1997)

Reading Level 6-9; Interest level: 4-12
(Individual titles: $17.96; $13.96 10 or more, same title)

Greenhaven Press, Inc.
PO Box 289009
San Diego CA
(800) 231-5163
www.greenhaven.com

Time-Life Theme Explorers
Multimedia Resources, Lost Civilizations: Rome, Lost Civilizations: Greece and other books and videos support instruction in U.S. and world history and world cultures. (Theme Explorers: $129.95 includes teaching materials and 30 copies each of four student newspapers, special web site for Time-Life Theme Explorers users with hot-links to other curriculum web sites).

Time Life Education
Dept. FC57
PO Box 85026
Richmond VA 23285-5026
(800) 449-2010
http://www.timelifeedu.com

Public Broadcasting Service Videos
Originally aired on PBS television stations, these videos on numerous historical topics are now available for school or home use. Resources designed to optimize the video programs are available through subscription to the PBS video database of America's History and Culture Online.

PBS Video
1320 Braddock Place
Alexandria VA 22314-1698
Phone (800) 344-3337
Fax (703) 739-5269
http://shop.pbs.org/education/

Civics

We the People
This nationally acclaimed program focuses on the history and principles of the U.S. Constitution and Bill of Rights for upper elementary, middle and high school students. The *We the People...* curriculum not only enhances students' understanding of the institutions of American constitutional democracy, it also helps them identify the contemporary relevance of the Constitution and Bill of Rights. In an evaluation by Educational Testing Service, it was found that *We the People...*students significantly outperformed comparison students on every topic studied. The program's culminating activity is a simulated congressional

hearing where students demonstrate their knowledge as they evaluate, take and defend positions on relevant historical and contemporary constitutional issues. (Classroom set including 30 *We the People* student books, teacher's guide, instructional packet, multiple choice tests, materials for performance assessment and a sample certificate of achievement $175.00 soft cover; $475.00 hard cover)

Free classroom sets may be available from your congressional district coordinator. For the name of your district coordinator, contact:

Marilyn Cover
Classroom Law Project
620 SW Main Street, Suite 102
Portland OR 97207
Phone (503) 224-4424

or

Center for Civic Education
5146 Douglas Fir Road
Calabasas CA 91302-1467
Phone (818) 591-9321
Fax (818) 591-9330
www.civic.ed.org

Curriculum for Civic Education and Law Studies
Materials for government, U.S. history, world history, mock trials, civic participation, sports and law, and business. Receive CRF's free publications: *Bill of Rights in Action, Sports & the Law*, and *Network*.

Constitutional Rights Foundation
(800) 488-4CRF
crf@crf-usc.org
http://www.crf-usc.org

Economics

From the National Council on Economics Education

- **Master Curriculum Guide Teaching Strategies 5-6**
  Includes 15 lessons which tap interest in business through production activities, role plays, and market simulations. Lessons use models, flow charts and graphs to study economic concepts such as economic systems, decision making, productivity, specialization, profit/loss, markets, supply and demand, and the role of government. Suggestions for reinforcing the concepts within other subject areas and through family activities, the newspaper and community involvement are included. ($24.95)

- **Focus: Middle School Economics**
  19 lessons divided into units focusing on each of six roles (decision maker, consumer, worker, citizen, saver, global participant) and how economic decision making and content is relevant to each one. Uses interactive activities that apply economic understanding to real world situations. Lessons within each unit teach economic content relevant to the role, including demand/supply, opportunity cost, exchange, inflation, productive resources, profit, public goods, Gross Domestic Product and

trade barriers. The evaluation section in each unit includes a journal writing activity related to students' changing roles in the economy. The final lesson is a game reviewing the economic concepts taught in the curriculum. ($27.95)

- **Personal Finance Economics 6-8: Money in the Middle**
  This 10-lesson curriculum shows students how they can use economic knowledge and decision making skills to make better decisions as spenders, savers, borrowers and money managers in real world situations. The lessons focus on personal finance decisions that middle school students make or will make in the next few years. Students learn about trade offs and marginal benefits by planning a thirteenth birthday party. They compare various brands and models of products. They use a decision-making model and the concepts of opportunity costs and trade offs to make spending decisions involving whether or not to buy expensive athletic shoes or go on a planned class trip to Washington, D.C. Students participate in a simulation in which they compare compound and simple interest and work in small groups in a "race" to see which group will be the first to be millionaires. They role play a young couple developing a spending plan and develop a 60-second public service announcement on the economics of decisions relating to staying in school and seeking post-secondary education. Lessons provide suggestions for reinforcing the economic concepts within other subject areas and through children's literature, family activities and community involvement. $24.95

- **Economics and the Environment: EcoDetectives**
  This curriculum contains 18 engaging, thought-provoking independent lessons that help middle school students apply economic reasoning to important environmental issues such as protecting endangered species, recycling, and resource depletion. For example, students determine why, in spite of today's emphasis on recycling, bottles, cans and papers are routinely tossed into landfills. Students also discuss why people sometimes kill wildlife listed as endangered. They discuss policies that might save endangered salmon and spur park protection. Assessment includes multiple choice, and essay questions and a journal-writing activity. ($29.95)

National Council on Economics Education
(800) 338-1192
www.nationalcouncil.org
www.economicsamerica.org

Social Science Analysis

***We the People*...Project Citizen**
This civic education program for middle school students promotes competent and responsible participation in state and local government. It actively engages students in learning how to monitor and influence public policy. As a class project, students work together to identify and study a public policy issue. In an interactive, cooperative process, the class is divided into four teams. Each team undertakes specific tasks related to the policy issue. The final product is a portfolio displaying each group's work. Project Citizen is also available in Spanish (Nosotros El Pueblo…Proyecto Ciudadano) (Classroom set of 30 books $150.00; teacher guide $10.00)

Center for Civic Education
5146 Douglas Fir Road
Calabases, CA 91302-1467)
Phone (818) 591-9321
Fax (818) 591-9330.
www.civic.ed.org

Internet Connections

Offers five middle school topics--including ancient civilizations, civil rights, civil war, geography and presidents--in book form. Points you to more than 60 Web sites per topic, each one reviewed by educators for quality, appropriateness and relevance. ($29.95 each or $119.75 for all five books and Web sites)

Classroom Connect
431 Madrid Avenue
Torrance CA 90501-1430
(800) 638-1639
http://www.classroom.com

CyberTrips
Allows you to take your class on virtual field trips to Egypt, Washington, D.C., Kenya, Paris, Mt. Everest and the Himalayas. Each CyberTrip consists of a 64-page curriculum guide, plus a resource-rich Web site. At the heart of each unit is a series of 18 tour stops emphasizing geography, history and culture. Each stop offers detailed teacher notes, questions to guide students' online research and a brief hands-on activity for assessing student learning. Stops can be made in any order for maximum flexibility. Designed for students in grades 4-8. ($49.95 each or $199.95 for all five)

Classroom Connect
431 Madrid Avenue
Torrance CA 90501-1430
(800) 638-1639
http://www.classroom.com

CIM Benchmark: High School (9-10)

History

New Deal Network, Franklin & Eleanor Roosevelt Institute
This Web site provides research and teaching resources (including complete lesson plans) devoted to the public works and art projects of the New Deal.

http://newdeal.feri.org/

The Holocaust
128-page soft cover text examining what happened and its impact on today's society. Text discusses the cultural, socioeconomic, geographic and political forces that led to the Holocaust. Reading level: 6-7 (student text: $12.50; teacher's Manual: $10.50; discounts for larger orders)

Phone (800) 872-8893
Fax (516) 454-1834
www.globefearon.com

Turning Points in World History
The Rise of Nazi Germany (1999); 240 pages. One of eight titles in a new anthology series focusing on the momentous events that changed the course of human history. Each book presents a collection of engaging essays edited and structures to enhance their accessibility. An introduction places the event in its historical context. Each subsequent essay is preceded by a precise summary of the author's main points. Reading level: Young adult (Individual paperback $12.96; hardcover $20.96)

Greenhaven Press, Inc.
PO Box 289009
San Diego CA
(800) 231-5163
www.greenhaven.com

The Holocaust: The Voices and Faces of History's Great Tragedy
Developed with the New Jersey Commission on Holocaust Education, this 24-page magazine personalizes the Holocaust through oral histories, role-playing activities and other exercises. Designed for students in grades 6-8. ($5.00 each)

1-800-SCHOLASTIC
www.scholastic.com

Web Sites on the Holocaust

Cybracy of Holocaust	http://remember.org
U.S. Holocaust Museum, Washington, D.C.	http://www.ushmm.org/holo.htm
Yad Vashem Web site on Internet	http://www.yad-vashem.org.il

Anti-Defamation League
Low-cost print and non-print materials for students of all levels organized around five themes: Remembering the Holocaust (curriculum material), In Their Own Words (children's books), Holocaust Resistance and Holocaust Rescue (videos and publications).

Anti-Defamation League
823 United Nations Plaza
New York NY 10017
Phone (888) 343-5540
Fax (201) 652-1973

A&E Classroom and The History Channel Classroom
Daily programming on a variety of historical topics. Also available on video. A & E offers Biography magazine. The Idea Book for Educators provides teaching suggestions for various programs.

A & E (4 to 5 a.m. Pacific time)
www.AandE.com
The History Channel (3 to 4 a.m. Pacific time)
www.HistoryChannel.com

Public Broadcasting Service Videos
Originally aired on PBS television stations, these videos on numerous historical topics are now available for school or home use. Resources designed to optimize the video programs are available through subscription to the PBS video database of America's History and Culture Online.

PBS Video
1320 Braddock Place
Alexandria VA 22314-1698
Phone (800) 344-3337
Fax (703) 739-5269
http://shop.pbs.org/education/

Civics

We the People…
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Classroom Law Project
620 SW Main Street, Suite 102
Portland OR 97207
Phone (503) 224-4424

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or

Center for Civic Education
5146 Douglas Fir Road
Calabasas CA 91302-1467
Phone (818) 591-9321
Fax (818) 591-9330
www.civic.ed.org

Curriculum for Civic Education and Law Studies
Materials for government, U.S. history, world history, mock trials, civic participation, sports and law, and business. Receive the Constitutional Rights Foundation's free publications: *Bill of Rights in Action, Sports & the Law* and *Network*.

Constitutional Rights Foundation
(800) 488-4CRF
crf@crf-use.org
http://www.crf-use.org

The United Nations at Work
This publication presents the history of the United Nations, its structures and its changing role in international peacekeeping. (1995). 32 pages. Free Teacher's Guide; $6.95.

Close Up Publishing
44 Canal Center Plaza
Alexandria VA 22314-1592)
(800) 765-3131
www.closeup.org

Economics

From the National Council on Economics Education

- **Geography: Focus on Economics**
  12 lessons highlighting some of the ways geography and economics can be integrated. Lessons focus on two specific geographic perspectives–spatial and ecological–to help students understand patterns and processes and the interrelationships of living and nonliving elements. Lessons focus on geography and international trade, exchange rates, Gross Domestic Product, trade barriers, demographics and economic information using maps and graphs, and externalities. ($25.95)

- **Civics and Government: Focus on Economics**
  16 lessons highlighting economic content in topics traditionally taught in government or civics class. These include interactive activities designed to provide students with active, highly personalized experiences with economics. They focus on topics and issues such as: how the Constitution has shaped the US economic system, is economic freedom necessary for political freedom, what are the costs and benefits of voting, how has federal government spending changed, what are the economic functions of government, how do economic conditions influence the outcome of presidential elections, how do economic solutions to pollution differ from political solutions, why isn't income more equally distributed, and why do governments limit international trade. ($25.95)

- **United States History: Focus on Economics**

15 lessons using economic principles and reasoning in different historical contexts to help explain people's behavior throughout history. Students discover how significant events in U.S. social history--such as prohibition and the breaking of the color barrier in baseball--reflected changes in incentives. Primary source materials are used extensively in the program. ($27.95)

- **Focus: High School Economics**
  Opens with an exploration of scarcity and choice as it relates to planning a prom and figuring a personal budget. Students then examine broad social goals of an economy, the stock market, human capital investment in education, income distribution, price and markets, price controls, demand elasticity, productivity, externalities, competition, marginalism, the circular flow, public goods, public choice economics, and aggregate supply and demand. All 20 lessons provide application of economic understanding to real world situations and contexts and provide teachers with background information, teaching procedures, student handouts and an assessment activity. ($29.95)

- **United States History: Eyes on the Economy**
  Helps students understand events in U.S. history more deeply by having them solve mysteries in U.S. economic history, applying economic principles, examining evidence gathered by economic historians, and then drawing logical conclusions. For example, why was Homer Plessy unsuccessful in his attempt to strike down segregation in the South in 1896, yet Rosa Parks succeeded in 1955? Volume One includes eight units (U.S. history through the Civil War); Volume Two includes nine units (Civil War through the 20th Century). Lessons include summaries of key historical facts and economic principles, instructional materials needed, teaching procedures, a closure activity, and student handouts. They make use of care studies, experiential exercises, group work, lecture, class discussion, reading and writing) ($34.95 for Volume One; $38.95 for Volume Two; $58.95 for both volumes)

- **Choices and Changes J 11 (Grades 8-9)**
  This teaching packet includes 16 days worth of activities for the at-risk student. Innovative lessons teach key economic concepts, such as opportunity cost, cost/benefit analysis, incentives, productivity, and human capital, and demonstrate the critical link between education and future productivity in society. Students learn what employers are looking for in prospective employees and conduct interviews and practices job applications. They are introduced to the necessity of choice making alternatives available, and the costs and benefits of choices. They participate in a production simulation and examine the nature of human capital, and the kinds of skills they will need to enter the job market. They create and examine their own personal timeline, learn about jobs of the future, and develop action plans after setting goals for the future. A journal activity connects the content of each lessons to students' own lives. ($23.95 for teacher resource manual; $7.95 for student activities; $39.95 for student journals)

National Council on Economics Education
(800) 338-1192
www.nationalcouncil.org
www.economicsamerica.org

Social Science Analysis

From the Social Science Education Consortium

- **The New Deal: Government and the Economy**

The relationship between government and the economic system created by the New Deal raised questions that remain with us today. Students examine those questions as they learn about the government's efforts to provide relief, stimulate recovery and reform the economic system.

- **The Progressive Era: The Limits of Reform**
  Urbanization, industrialization, and immigration–these forces gave rise to the progressive movement at the turn of the century. This unit describes the problems the progressives sought to address, as well as the reforms they proposed. A central issue throughout is to what extent government should be responsible for protecting the people. Current regulatory issues are examined in that light.

(Student booklets: $3.50 [$2.75 for orders of 75 or more]; teacher guide $2.00 or free with orders of 20 or more copies of the same unit)

Social Science Education Consortium
PO Box 21270
Boulder CO 80308-4270
Phone (303) 492-8154
Fax (303) 449-3925.

Choices for the 21st Century
At the heart of each Choices unit is a range of contrasting policy options. By exploring a spectrum of alternatives, students are better able to articulate their own views on pressing issues. Choices units provide students the tools to clarify and refine their opinions. Each unit draws on balanced scholarship to develop engaging lessons and extensive background reading that link history to current events. Topics with topological alignment to CIM benchmarks:

- Crisis, Conscience and Choices; Weimer Germany and the Rise of Hitler confronts students with the troubling legacy of the triumph of Nazism in a carefully crafted democratic system. Students are challenged to apply the lessons from the Weimer era to assessing the future of democracy at home and abroad (84 pages, one week, $12.00)
- Ending the War Against Japan: Science, Morality and the Atomic Bomb engages students in the political, military and ethical questions that entered into the decision to drop atomic bombs on Hiroshima and Nagasaki. The unit delves into the origins of atomic physics and examines the interplay between science and policy that shaped the Manhattan Project (102 pages, one week, $12.00)

Choices for the 21st Century Education Project
Watson Institute for International Studies
Brown University
Box 1948
Providence RI 02912
Phone (401) 863-3155
Fax (401) 863-1247
http://www.choices.edu

Public Policy Packets
These policy packets offer readings, discussion questions and interactive activities to address current debates over particular public policy issues. The two most recent packets are *The Immigration Debate* and *Terrorism in America.*

Constitutional Rights Foundation

601 South Kingsley Drive
Los Angeles CA 90005
Phone (800) 488-4CRF
Fax (213) 386-0549.
http://www.crf-usc.org

Bill of Rights Video Series
These five provocative videos tell the stories of citizens who have been directly affected by key Bill of Rights issues. These firsthand accounts, coupled with keen constitutional commentary, provide students with a balanced and personal look at some of the nation's most talked about issues. The video series includes: Sentenced to Die (capital punishment and the Eighth Amendment); To Keep and Bear Arms (gun control and the Second Amendment); For Which It Stands (flag burning and the First Amendment); One Nation Under God? (school prayer and the First Amendment); Students' Right to Privacy (drug testing and the Fourth Amendment).

Close Up Publishing
44 Canal Center Plaza
Alexandria VA 22314-1592
(800) 765-3131
www.closeup.org

Get Out Spoke'n! Campaign
Get Out Spoke'n!, the campaign by youth to make the United States more bike friendly, is underway. A 32-page campaign guide for students and a companion guide for educators are available from Earth Force at no charge. The goals of the campaign are to reduce air pollution and traffic congestion by making it safer, easier and more fun for people to use bicycles in their own communities; to promote independent transportation for youth and to help young people get involved in civic life. Campaign materials are designed to support educators and teams of young people in organizing their own campaign projects through conducting research, choosing a goal that addresses their community's needs and planning and carrying out a project that meets that goal. Teachers will need to modify the project somewhat to address Oregon's content standards in social science analysis.

Earth Force
1908 Mount Vernon Avenue, Second Floor
Alexandria VA 22301
800-23-FORCE
www.earthforce.org

All Grade Levels

Outline maps Online
This Houghton Mifflin site provides a comprehensive listing of outline maps you can print from the Internet.
http://www.eduplace.com/ss/ssmaps/index.html

History Matters!
The "Ideas, Notes and News About History Education" pamphlet published 10 times a year is a membership benefit of the National Council on History Education. Each issue includes a thought-provoking article about history education, a listing of low-cost resources, a regular feature called "The History Teaching Clinic," and a council calendar of professional development activities. ($30 annual membership)

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National Council for History Education, Inc.
26915 Westwood Road
Suite B-2
Westlake OH 44145-4657)
Phone (440) 835-1776
Fax (440)835-1295
www.history.org/nche

CD-ROMs, videos, posters, books, timelines, maps, atlases, videodiscs
A wealth of low-cost materials topologically aligned to Oregon's social sciences benchmarks.

Crystal Productions
Box 2159
Glenview IL 60025-2159
Phone (800) 255-8629
Fax (800) 657-8149 or (847) 657-8149
http://www.crystalproductions.com
custserv@crystalproductions.com

Cambridge Social Studies
PO Box 2153, Dept. SS10
Charleston WV 25328-2153
Phone (800) 468-4227
Fax (800) FAX ON US.
http://www.cambridgeol.com/cambridge/

The School Company
Department SOC98
PO Box 5379
Vancouver WA 98668
Phone (800) 543-0998
Fax (800) 518-2514

Sheltered Instruction

Sheltered Instruction is an approach to teaching mainstream content to second language learners who have intermediate levels of proficiency in English and have some literacy skills in either English or their primary language. Sheltered instruction and the term SDAIE (Specially Designed Academic Instruction in English) are often used interchangeably.

Explore America (Ballard and Tighe)
This program engages students in higher order cognitive and language skills as they learn about America's rich history. Lesson plans are arranged in an INTO, THROUGH, and BEYOND format and provide creative teaching strategies, holistic assessment tools, literature connections, and multimedia suggestions. The program includes seven student unit books (The Land and People Before Columbus, The Age of Exploration, Settling the English Colonies, The War for Independence, The Westward Movement, The American People Then and Now), a teacher's edition, a book of resource masters, a 22 ½ foot time line, seven large posters, and 25 U.S. maps. Price varies by number of students in the class (i.e., 5-student class set $650.00; 10-student class set $1,005.00, etc). A topically aligned literature collection is available separately ($89.00).

Explore the United States (Ballard-Tighe)
Details the history of the United States from the framing of the Constitution to World War I. This new and complete social studies program features an easy-to-read student textbook, a teacher's edition, useful books of assessment tools and resource masters, a colorfully illustrated timeline, five large posters of important scenes from U.S. history and a set of 25 full-color relief maps of the United States. In the textbook, key vocabulary words are defined and highlighted especially for Limited English
Proficiency students, and each chapter contains a comprehensive summary and links to other chapters. Well-known artwork from museums and historical sites across the country enhances each chapter.
Price varies by number of students in the class (i.e., 5-student class set $610.00; 10-student class set $925.00, etc). A topically aligned literature collection is available separately ($115.00).

Explore the Ancient World (Ballard-Tighe)
Tells the story of world history from the time before written history to the fall of Rome. Major units focus on the beginning of civilizations in prehistoric times, the Near East and Africa, Greece, India, China and Rome. This complete social studies program includes the student textbook, a teacher's edition, a book of assessment tools, a timeline, six large posters, and 25 world maps. Price varies by number of students in the class (i.e., 5-student class set $605.00; 10-student class set $915.00, etc). A topically aligned literature collection is available separately ($78.00).

Web: Editorial Cartoons

Editorial Cartoonists
http://www.politicalcartoons.com/

Cartoon Bank
http://www.cartoonbank.com/

Chappette: Editorial Cartoons on World Affairs
http://www.globecartoon.com/

ComicsPage.com (Tribune Media Services)
http://www.comicspage.com/

Views of the World
http://www.cartoonewb.com/features/worldview/main.asp

Al Gore's Cartoon Gallery
http://www.whitehouse.gov/WH/EOP/OVP/cartoons_bottom.html

Historical Resources FDR Cartoon Archive
http://www.wizvax.net/nisk_hs/fdr/index.html

Trenches on the Web (World War I)
http://www.worldwar1.com/

Anti-Imperialism in the United States 1898-1935 Graphic Gallery
http://www.boondocksnet.com//gallery/

New Deal Network
http://newdeal.feri.org/

Political Cartoons in the Classroom (Project Whistlestop Harry S. Truman Library)
http://www.whistlestop.org/

Herbert Hoover Presidential Cartoons
http://hoover.nara.gov/education/cartoons.html

Internet helps students meet social studies benchmarks

Web page has lesson plans, activity sheets for studying famous scientists and inventors

by Maureen Bullis, Mary Woodward Elementary School
mbullis@ttsd.k12.or.us

Mary Woodward Elementary School in the Tigard-Tualatin School District has a busy web site containing many links to sites intended to assist teachers and students with research. One page at that site which I believe will be useful to others is the *Great Inventors and Scientists* web page at **http://www.ttsd.k12.or.us/schools/mww/inventor.htm.**

Lorraine Fletcher, our school technology specialist, and I worked together to create this page. Seeking to satisfy new fifth grade social studies benchmarks, we developed a links page with accompanying activities that take students to museums and other web sites all over the country.

Getting Started

The students' first task is to follow the link to the activity page and print it out. This is where they will record their research. Students then return to the main page where they will find several links under the name of each scientist or inventor. The students' first challenge is to navigate through these web sites and look for the important facts about each person they are researching.

Completing this task requires students to decide which sites they are going to use and to do quite a bit of reading. Many of the sites include interactive activities such as guessing what Leonardo Da Vinci's mystery inventions were or taking a virtual walk through Marie Curie's Paris. There are also links to QuickTime movies with sound. A key for teachers provides general information about each person.

Getting The Basics

After students complete their initial research and have filled in the activity page, they can move on to the trading card activity page. Here they will find directions for creating trading cards of the scientists and inventors they are studying. Each card will have a portrait on the front with inventions and contributions on the back. Fashioned from tag board and laminated, these cards can look very professional. They are also great tools for studying for the quiz that is provided for teachers on the site.

Observing the students involved in the trading card project, I found them sharing ideas and information and discussing where they found their information.

Higher Level Thinking

Learning the basics about any subject is a fine start but it isn't enough. Once students have completed the knowledge level activities and are familiar with the basic accomplishments of these scientists and inventors, it is time to return to the *Great Inventors and Scientists* web page for further projects that require students to take what they have learned about past inventions and science and relate it to today's technology.
By selecting the *Additional Research Projects* link from the lesson plan page, teachers will find topics for students to research such as:

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- Considering the basic technology used in Edison's motion pictures, what would he think of the technology used to create today's films?
- Research the DC-10 jet airplane. Compare and contrast its features with the Wright Brothers' original design.
- Benjamin Franklin invented many things including bifocal glasses. What changes have taken place in optometry since his time?

These types of challenges provide students with the opportunity to use comparative analysis and addresses the fifth grade social studies benchmark: "Understand how individuals significantly influenced the course of world history including: scientists and inventors." Asking students to apply what they have learned to answer a question, discourages cut and paste research which tempts students to produce less than original work. Simply put, it requires them to think!

Extending the Learning
The *Great Inventors and Scientists* web site contains a link to a teacher directed lesson plan in which students experience the laws of supply and demand through a trading simulation.

First, the students are asked to pick their three favorite cards and to set the rest of the cards aside. They are then grouped into teams of four and are given a set amount of play money. Their goal is to buy or trade for all twelve inventors and scientists cards and to have the most money at the end of the trading rounds. The trading rounds are five minutes long. Two students from each team sell cards and two walk around to other teams to buy cards. Cards in short supply are soon identified and cards in great supply devalue quickly.

After trading is played out, the class regroups and discusses the results as they are tallied. Specific discussion questions are included in the lesson plan that address the following social studies economics fifth grade benchmark: "Understanding of how supply and demand influence price, and how price increases or decreases influence the decisions of consumers."

My principal, Art Rutkin, observed the trading cards simulation and later e-mailed me with the following comment:

"I really enjoyed the student interaction with 'supply and demand.' What was most interesting to me was the summarization of the lesson. Many of your students saw a light come on when they realized that certain inventors cards were sold too quickly and/or for too little money. This kind of interaction has 'real world' meaning."

Eligible Content

Eligible content (italicized below) describes in more detail the areas from which state assessment items may be drawn. Examples (delimited by i.e. or e.g.) given within the eligible content illustrate the range and difficulty appropriate to the grade level. State assessment items are not limited to those examples.

ELIGIBLE CONTENT	
OUTLINE VERSION Grade 5	EXTENDED VERSION Grade 5
History **Understand how individuals changed or significantly influenced the course of U.S. history.** ***Students will understand:*** ❑ ***How individuals significantly changed ideas, ways of life, the course of events, or the stream of history.*** *Explorers* *Christopher Columbus, Hernando Cortes, Lewis and Clark*	**History** **Understand how individuals changed or significantly influenced the course of U.S. history.** ***Students will understand:*** ❑ ***How individuals significantly changed ideas, ways of life, the course of events, or the stream of history.*** ***Explorers*** ◆ ***Christopher Columbus****: In an attempt to find a western route to the Orient, Columbus stumbled upon North and South America. Ideas, goods, diseases, European colonization and African slaves followed his four voyages, creating new global connections.* ◆ ***Hernando Cortes****: Cortes and his conquistadors destroyed the capital of the Aztec Indians in present-day Mexico and seized vast amounts of gold. He began a process of European domination in North and South America that would continue to grow in the next three centuries.* ◆ ***Lewis and Clark****: Charged to "learn all you can" by President Jefferson, Lewis and Clark explored and mapped their way across the Louisiana Territory, greatly adding to the knowledge of that region. Their expedition contributed to subsequent American settlement in the Oregon Territory and helped establish the United States claim to that region.* ***Inventors***

Inventors

Benjamin Franklin, Thomas Edison, Alexander Graham Bell, Henry Ford, Orville and Wilbur Wright, Dr. Charles Drew

Leaders

Abraham Lincoln, Frederick Douglass, Susan B. Anthony, Sitting Bull, Jane Addams, Helen Keller, Martin Luther King, Jr., Cesar Chavez

- ***Benjamin Franklin****: In addition to being one of the writers of the Declaration of Independence, Franklin's theory of electricity advanced understanding and had practical applications. He demonstrated that lightning was electrical in his famous kite experiments, and invented the lightning rod based on that understanding. Franklin also invented bifocals and the Franklin stove, as well as helping to organize the postal system, first fire department and first lending library.*

- ***Thomas Edison****: Invented a long-lasting, inexpensive light bulb and a system that made it workable on a large scale. His invention revolutionized the way people lived and worked. His lab also invented motion pictures and the phonograph.*

- ***Alexander Graham Bell****: The invention of the telephone in the late 1800's represented a tremendous leap in efficiency for businesses, governments and ordinary people who were now able to receive instantaneous replies to their queries.*

- ***Henry Ford:*** *Developed the assembly line method of production which made the cost of automobiles affordable to millions of Americans. Cars quickly came to be considered a necessity of life, which spurred the development of highways and related businesses.*

- ***Orville and Wilbur Wright****: Succeeded in flying the first powered airplane in the early 1900s. The airplane greatly impacted the nature of warfare and the speed with which humans and products could move from one place to another.*

- ***Charles Drew****: African American physician who developed a way to preserve and store blood for use in transfusions. The discovery helped save the lives of thousands of soldiers in World War II, and millions beyond that.*

Leaders

- ***Abraham Lincoln****: As the President of the United States during the Civil War, his refusal to accept the secession of the southern states ultimately preserved the Union. His Emancipation Proclamation, which declared all slaves living in the rebellious states (Confederacy) to be free was the first step toward freeing all slaves in the United States.*

- ***Frederick Douglass**: Born a slave, Douglass escaped to the North where he became the publisher of an abolitionist newspaper. By sharing his own experience of enslavement, Douglass became the most powerful African American voice for the abolition of slavery.*
- ***Susan B. Anthony**: Often insulted and ridiculed for her efforts, Susan B. Anthony became one of the foremost leaders in the movement to gain women the right to vote.*
- ***Sitting Bull**: Strong and capable Sioux leader who resisted White encroachment on Indian lands in the Black Hills and confinement to reservations. Sitting Bull's forces defeated the US Army commanded by General Custer at the Little Bighorn River. This battle was known as Custer's Last Stand. Sitting Bull was shot when he resisted arrest in 1890.*
- ***Jane Addams**: Often considered the mother of social work, Jane Addams began the first settlement house in North America (Chicago) in the late 1800's as a place where immigrants could get help and services. (e.g., food, classes, daycare, gym and playground).*
- ***Helen Keller**: Rendered deaf, blind and mute by a childhood illness, Helen Keller graduated from college with honors and went on to become an author and advocate for the rights of women, workers and the blind and deaf. Her incredible accomplishments significantly changed the way people with disabilities are viewed and treated.*
- ***Martin Luther King, Jr.**: Employing the same methods of non-violent resistance used by Gandhi, King, an African American religious leader, aroused the entire nation to issues of inequality and discrimination against African Americans and became a leader of the civil rights movement in the 1950's and 60's. His inspirational words and delivery inspired a nation, and continue to inspire today.*
- ***Cesar Chavez**: Mexican-American labor leader who organized a nationwide boycott of table grapes in the late 1960's to support farm laborers who were striking for higher wages. His success led to* La Causa*, a broad-based movement to achieve equal rights for Mexican Americans.*

Understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams and Thomas Jefferson	**Understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams and Thomas Jefferson**
Students will understand:	***Students will understand:***
☐ ***Issues and events that led to the Declaration of Independence.***	☐ ***Issues and events that led to the Declaration of Independence***. *(Attempts by the British to recoup costs of the Seven Years War [French and Indian War], issue of "no taxation without representation," British prohibition of American settlement west of the Appalachians, Boston Massacre, Boston Tea Party, boycotts).*
☐ ***How the American Revolution was fought and won.***	☐ ***How the American Revolution was fought and won.*** *(Colonial efforts to raise and maintain an army, role of the French, lack of unity among the colonies [Tories vs. Patriots, lack of central government], style of fighting by colonial forces and British army, British blockade, offensive [British] vs. defensive [America]) war, factors in American victory and British defeat [guerilla warfare tactics employed by the colonists, support of the French, military leadership of Washington, geographic distance between Britain and the colonies]).*
☐ ***The impact of the American Revolution.***	☐ ***The impact of the American Revolution***. *(Birth of the United States, impact of the principles of the Declaration of Independence on American government, colonial experience influenced provisions of the Constitution [desire for a republic rather than a monarchy]).*
☐ ***Roles of Washington, Adams and Jefferson in the Revolution.***	☐ ***Roles of Washington, Adams and Jefferson in the Revolution***. *(Washington: leader of the Continental Army; Jefferson: author of the Declaration of Independence, Samuel Adams: organizer of the Sons of Liberty who were strong proponents of independence).*
Interpret data and chronological relationships presented in timelines and narratives	**Interpret data and chronological relationships presented in timelines and narratives**
The student will:	***The student will:***
☐ ***Order events found in historical narratives.***	☐ ***Order events found in historical narratives***. *(Autobiographies, biographies, diaries, journals, historical and fiction).*
	☐ ***Know how to calculate time and infer information from timelines.***

☐ ***Know how to calculate time and infer information from timelines.***	

ELIGIBLE CONTENT	
OUTLINE VERSION **Grade 8**	**EXTENDED VERSION** **Grade 8**
History	**History**
Understand how various groups of people were affected by events and developments in U.S. History	**Understand how various groups of people were affected by events and developments in U.S. History**
• **Mass migrations (voluntary and forced) and immigration**	• **Mass migrations (voluntary and forced) and immigration**
The student will understand:	***The student will understand:***
☐ ***Effects of 19th Century westward migration, European immigration, and rural to urban migration on native populations and newcomers in the United States.***	☐ ***Effects of 19th century westward migration,*** *(Indians were forced onto reservations, killed in wars and by diseases; Mexicans lost land claims; most newcomers benefited from migration [gold, land opportunities, religious freedom].* ***European immigration,*** *(populations from northern and western Europe in the mid - 1800's; increasing numbers from southern and eastern Europe in the late 1800's; white native populations often resented newcomers)****, and rural to urban migrations on native populations and newcomers in the United States****.*
• **History of slavery and abolition**	• **History of slavery and abolition**
The student will understand:	***The student will understand:***
☐ ***Conditions of the African slave trade and experiences of enslaved African Americans and "free Blacks" in the United States.***	☐ ***Conditions of the African slave trade*** *(experience of the Middle Passage)****, and experiences of enslaved African Americans*** *(slave codes, threat of violence, housing, clothing, diet)****, and "free Blacks" in the United States*** *(restrictions on freedoms [movement, assembly, carry weapons, testify in court against whites]).*
☐ ***How the abolitionists advocated for the end of slavery and the impact of their activities.***	☐ ***How the abolitionists advocated for the end of slavery*** *(press [newspapers, pamphlets, Uncle Tom's Cabin], lectures, some violence [Kansas])* ***and the impact of their activities*** *(movement grew and became more political over time).*
☐ ***How African Americans resisted the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.***	☐ ***How African Americans resisted the conditions of their enslavement*** *(escape [Underground Railroad and role of Harriet*

	Tubman], rebellion [few successful revolts], passive aggressive behaviors [remarks with double meanings]), ***and used religion and family to create a viable culture to cope with the effects of slavery*** *(music and Bible stories express a longing for freedom; focus on the importance of family).*
• **Consequences of war and famine** ***The student will understand:*** ☐ ***Effect of the Irish potato famine in the mid-1800's on American society.*** ☐ ***Consequences of the Civil War on families and soldiers.*** ☐ ***Effects of Indian Wars and opening of the West on Indian families and way of life.***	• **Consequences of war and famine** ***The student will understand:*** ☐ ***Effect of the Irish potato famine in the mid-1800's on American society*** *(large numbers of Irish emigrated to the United States; provided labor for construction of western railroads, sometimes displaced native-born workers in factories because they were willing to work for lower wages [tension]).* ☐ ***Consequences of the Civil War on families*** *(African American and European American in both the north and the south),* ***and soldiers*** *(Union and Confederate).* ☐ ***Effect of Indian Wars and opening of the West on Indian families and way of life*** *(various strategies employed by Indians in response to increase in white encroachment; attempts to assimilate Indians [impact of the government's reservation policy; intent of the Dawes Act and Indian response]).*
• **Benefits of scientific and technological developments** ***The student will understand:*** ☐ ***How advances in communication technology; the rapid growth of transportation networks; the production of electricity, oil, and steel; and the introduction of leisure time and products affected everyday life and business in the United States.***	• **Benefits of scientific and technological developments** ***The student will understand:*** ☐ ***How advances in communication technology*** *(telegraph, telephone, wireless radio);* ***the rapid growth of transportation networks*** *(canals, railroads, turnpikes);* ***the production of electricity*** *(light bulb),* ***oil, and steel; and introduction of leisure time and products*** *(phonograph, movie camera)* ***affected everyday life and business in the United States.***
• **Reform movements and the rise of labor unions** ***The student will understand:***	• **Reform movements and the rise of labor unions** ***The student will understand:***

☐ ***Effects of 19th Century reform movements and labor unions on women, factory workers, and minority populations.***	☐ ***Effects of 19th Century reform movements*** *(Abolitionism, women's rights, changes in education, caring for needy, temperance movement, and settlement houses; the movements were successful starting points for later, more sweeping reforms)* ***and labor unions*** *(Knights of Labor [opposed the organization of trade unions that divided labor by craft and ignored the unskilled. The Knights sought a universal union of labor, skilled and unskilled, African Americans and immigrants, women and men;] American Federation of Labor [a loose federation of national trade unions. Unskilled labor, which often included immigrants, women and blacks, was excluded. Notable exceptions to gender exclusion were Mary "Mother" Jones and the International Ladies' Garment Workers Union]* ***on women, factory workers, and minority population.***
- **Rise of big business, heavy industry and mechanized farming** ***The student will understand:***	- **Rise of big business, heavy industry and mechanized farming** ***The student will understand:***
☐ ***Effects of rapid industrialization on 19th century factory owners, factory workers, city dwellers, and farmers***	☐ ***Effects of rapid industrialization on 19th century factory owners,*** *(greater profits [accumulation by some of great wealth, often at the expense of others: "Robber Barons"], larger enterprises, emergence of the corporation;)* ***factory workers, city dwellers,*** *(new jobs and opportunities for immigrants, urbanization and development of city life [including crime, poverty, tenements, leisure activities]),* ***and farmers*** *(larger enterprises, greater productivity).*
- **Motivations for and impact on other countries of U.S. territorial expansion in the 19th century** ***The student will understand:***	- **Motivations for and impact on other countries of U.S. territorial expansion in the 19th century** ***The student will understand:***
☐ ***Motivations for territorial expansion to the Pacific Ocean ("Manifest Destiny") and overseas (expansionistic foreign policy).***	☐ ***Motivations for territorial expansion to the Pacific Ocean ("Manifest Destiny"),*** *demand for more land for settlement, and gold),* ***and overseas (expansionistic foreign policy)*** *in the late 19th century (to spread democracy, expand and control international trade, influence global balance of power).*
☐ ***Effect of territorial expansion on other nations and their people.***	☐ ***Effect of territorial expansion on other nations and their people*** *(Mexico [Mexican War], Hawaii, Cuba).*

Understand the political, economic and social causes, course and impact of the Civil War and Reconstruction ***The student will understand:*** ☐ ***Events that led to the Civil War.*** ☐ ***How the Civil War was fought and won.*** ☐ ***How Reconstruction affected the country.***	**Understand the political, economic and social causes, course and impact of the Civil War and Reconstruction** ***The student will understand:*** ☐ ***Events that led to the Civil War*** *(differing economies, social patterns and attitudes about slavery in the North and South; sectional disputes about the expansion of slavery into western territories; concept of states' rights; breakup of the Democratic Party and emergence of the Republican Party [role of Abraham Lincoln]).* ☐ ***How the Civil War was fought and won*** *(northern and southern advantages in the war [North: advantages in industrial production, transportation and finance; South: advantages: strong military leaders, defensive position (the North had to invade and conquer the South in order to restore it to the Union)], purpose and impact of the Emancipation Proclamation; key events [where the war began and ended; Gettysburg as the turning point; Sherman's March to the Sea; effect of Union blockade]; role of U.S. Grant and Robert E. Lee).* ☐ ***How Reconstruction affected the country*** *(constitutional amendments including abolishment of slavery, equal protection, right of non-whites to vote, end of Reconstruction and emergence of segregation [Plessy v. Ferguson, Black Codes], sharecropping, hostility among southern whites [Ku Klux Klan]).*
Represent and interpret data and chronological relationships from history, using timelines and narratives ***The student will:*** ☐ ***Identify chronologies of events.*** ☐ ***Identify similarities and differences in historical interpretations.***	**Represent and interpret data and chronological relationships from history, using timelines and narratives** ***The student will:*** ☐ ***Identify chronologies of events.*** *Events will be limited to those included in the U.S. history benchmark and eligible content for grade 8.* ☐ ***Identify similarities and differences in historical interpretations*** *based on the experiences of different gender, racial or cultural groups. Issues and events will be limited to those included in the*

	U.S. history benchmark and eligible content for grade 8.
Recognize and explain causes and effects of significant events, and identify patterns of change and continuity over time	**Recognize and explain causes and effects of significant events, and identify patterns of change and continuity over time**
The student will:	***The student will:***
☐ ***Recognize how forces from different spheres of life can cause or shape an event.***	☐ ***Recognize how forces from different spheres of life*** *(political, economic, and social)* ***can cause or shape an event****. (Events will be limited to those included in the US History benchmark and eligible content for grade 8. For example, the forced relocation of Indians in the 19th century was shaped by economic forces [the desire of white settlers for land], political forces [treaties and military actions] and social forces (attitudes about native peoples]).*
☐ ***Identify the role of individual or group action in precipitating change or maintaining continuity.***	☐ ***Identify the role of individual or group action in precipitating change or maintaining continuity.*** *Individuals and groups will be limited to those that played a role in the context of events and issues described in the benchmarks and eligible content for U.S. history at grade 8.*
Understand the political, economic and social characteristics and impact of early civilizations and eras on world development, including:	**Understand the political, economic and social characteristics and impact of early civilizations and eras on world development, including:**
• **Ancient civilizations of Egypt, the Americas (Maya, Inca, Aztec), China and Greece**	• **Ancient civilizations of Egypt, the Americas (Maya, Inca, Aztec), China and Greece**
The student will understand:	***The student will understand:***
☐ ***Major characteristics and historical influence of early civilizations.***	☐ ***Major characteristics and historical influence of early civilizations*** *(Civilizations are cultures considered to have reached a high level of social and cultural development, specifically in regard to the development and use of written language, advances in the arts and sciences, government, etc.).*
	♦ *Egypt: architecture (pyramids, Sphinx), agricultural mastery (flood control), writing (hieroglyphs), religious beliefs (polytheism), paper (papyrus), mathematics;*

- **The Roman Republic and Empire**

The student will understand:

- ☐ ***Political characteristics of the Roman Republic, and how they are reflected in law and government in the United States today.***
- ☐ ***Economic features of the Roman Empire, and how they compare (or compared) to similar features in the United States.***
- ☐ ***Social characteristics of the Roman Republic and Empire.***
- ☐ ***The historical legacy of the Romans.***

- **The Middle Ages**

The student will understand:

- ☐ ***The relationship between the Roman Catholic Church and society in shaping life in the European Middle Ages.***

- ◆ *Pre-Columbia America: Maya (trade, pyramids, astronomy, calendar); Inca (terracing, stone architecture, textiles); Aztec (calendar, trade routes, architecture, cities);*
- ◆ *China: inventions and technological innovations (writing, paper, bronze); political organization (dynastic hierarchy); religious beliefs;*
- ◆ *Greece: democracy, art, architecture, mythology, theater, science and medicine (Hippocrates), mathematics (geometry); military conquest (Alexander the Great).*

- **The Roman Republic and Empire**

The student will understand:

- ☐ ***Political characteristics of the Roman Republic, and how they are reflected in law and government in the United States today*** *(Roman system of law, republican form of government [constitution, senate, separation of powers]).*
- ☐ ***Economic features of the Roman Empire, and how they compare (or compared) to similar features in the United States*** *(slavery, network of roads for trade and commerce, use of coins, taxes).*
- ☐ ***Social characteristics of the Roman Republic and Empire*** *(importance of religion [many gods], differences in life of wealthy Romans, small farmers and slaves).*
- ☐ ***The historical legacy of the Romans*** *(engineering and architecture [public buildings, aqueducts, roads], Latin as the basis for modern-day Romance languages, Roman law).*

- **The Middle Ages**

The student will understand:

- ☐ ***The relationship between the Roman Catholic Church and society in shaping life in the European Middle Ages***

	(Charlemagne's empire, causes and consequences of the European Crusades, medieval universities, Gothic architecture, religious music and art).
❑ ***The feudal system and manor life as organizing structures in the early Middle Ages.***	❑ ***The feudal system and manor life as organizing structures in the early Middle Ages*** *(feudal relationships as a foundation for political order [relationship between lord and vassal]; the manor [land] as the foundation of economic and social life [roles of lord, knights, serfs]).*
❑ ***How the growth of towns and commerce contributed to the end of the Middle Ages.***	❑ ***How the growth of towns and commerce contributed to the end of the Middle Ages*** *(change from land-based economy to one based on money and trade: end of serfdom, emergence of craft and merchant guilds).*
❑ ***The historical legacy of the Middle Ages.***	❑ ***The historical legacy of the Middle Ages*** *(European trade connections to the East, universities, literature [epics, fables, religious plays], chivalry, religious art, music and architecture, roots of capitalism).*
• **The Renaissance and Reformation**	• **The Renaissance and Reformation**
The student will understand:	***The student will understand:***
❑ ***Characteristics of Renaissance thinking, art, and learning.***	❑ ***Characteristics of Renaissance thinking, art, and learning.*** *(People began celebrating the talents and abilities they believed given them by God; concept of "Renaissance Man" [a person, male or female, who is able to do, understand, and be interested in many things] exemplified by Leonardo Da Vinci and Michelangelo; art celebrated nature and the human body and experimented with color and perspective; anatomical drawings and studies increased understanding of human body functions; modern science born in Renaissance curiosity).*
❑ ***How Renaissance thinking contributed to the Protestant Reformation and the Age of Discovery.***	❑ ***How Renaissance thinking contributed to the Protestant Reformation and the Age of Discovery*** *(Johann Gutenberg's printing press put the Bible, the Christian's Holy Book, into the hands of the average person. Many discovered the freedom accorded to them in the Holy Writings which resulted in a burst of new ideas, a surge of discovery and a fascination about life; new discoveries in science and technology reduced the danger of ocean*
❑ ***How the Reformation affected politics by unleashing periods of persecution and religious wars.***	

	voyages, and Renaissance curiosity and focus on commerce encouraged exploration). ☐ ***How the Reformation affected politics by unleashing periods of persecution and religious wars*** *(Different interpretations of the Bible led to a division in the established Christian church which created the Protestant Reformation and the beginnings of many different Christian religions. Different groups believed that they had the only true faith and a duty to spread the truth as they understood it. Those who practiced the "wrong religion" suffered persecution. Religious persecution became an impetus for emigration to America).*
- **Agricultural and industrial revolutions** ***The student will understand:*** ☐ ***How innovations in industry and transportation created the factory system, which led to the Industrial Revolution.*** ☐ ***How the Industrial Revolution transformed capitalism and affected the English class system.*** ☐ ***How the Agricultural Revolution contributed to and accompanied the Industrial Revolution.*** ☐ ***How science and education increased life expectancy in the 1800's.***	- **Agricultural and industrial revolutions** ***The student will understand:*** ☐ ***How innovations in industry*** *(steam power, machinery, mass production)* ***and transportation*** *(canals, roads, railroads)* ***created the factory system, which led to the Industrial Revolution.*** ☐ ***How the Industrial Revolution transformed capitalism*** *(emergence of the corporation)* ***and affected the English class system*** *(emergence of a powerful middle class that owed its position in society, not to birth, but to its ability to gain wealth).* ☐ ***How the Agricultural Revolution contributed to and accompanied the Industrial Revolution*** *(need for more efficient farming to support urban populations led to consolidation of land, which pushed small farmers into cities where they became factory workers; steel and mass production made possible improved farm machinery).* ☐ ***How science and education increased life expectancy in the 1800's*** *(sanitation improved, more food was produced, and improved methods of transportation allowed the food to be distributed more widely. Major medical advances included the smallpox vaccine and the discovery that bacteria caused diseases (work of Pasteur, Lister and Koch).*
- **Imperialism and colonialism in the late 19th century**	- **Imperialism and colonialism in the late 19th century**

The student will understand: ❑ ***The concepts of imperialism and nationalism.*** ❑ ***How the Industrial Revolution and nationalism contributed to European imperialism during the 19th century.*** ❑ ***How European colonizers interacted with indigenous populations of Africa, India and Southeast Asia, and how the native populations responded.***	***The student will understand:*** ❑ ***The concepts of imperialism*** *(the domination of the political, economic and cultural life of one country or region by another)* ***and nationalism*** *(feelings of national pride and a desire to promote national interests).* ❑ ***How the Industrial Revolution and nationalism contributed to European imperialism during the 19th century*** *(nationalist desire to build empires and need for raw materials and markets for manufactured goods).* ❑ ***How European colonizers interacted with indigenous populations of Africa, India and Southeast Asia, and how the native populations responded*** *(concern with profits and securing valuable resources, colonial governments ruled harshly; Africans demanded freedom; Indians rebelled [Sepoy Rebellion], and Chinese rebelled [Boxer Rebellion]).*
Represent and interpret the general chronology of world history, using timelines and narratives ***The students will:*** ❑ ***Identify chronologies of major events and civilizations.***	**Represent and interpret the general chronology of world history, using timelines and narratives** ***The student will:*** ❑ ***Identify chronologies of major events and civilizations.*** *Events will be limited to those included in the world history benchmarks and eligible content for grade 8 (e.g., put in order: Crusades, Spanish conquistadors, Reformation, Roman Empire, development of democracy in Greece).*

ELIGIBLE CONTENT	
OUTLINE VERSION **Grade 10**	**EXTENDED VERSION** **Grade 10**
History	**History**
Understand the causes, characteristics, and impact of political, economic and social developments in U.S. history	**Understand the causes, characteristics, and impact of political, economic and social developments in U.S. history**
• **Progressivism at the local, state and national levels**	• **Progressivism at the local, state and national levels**
The student will understand:	***The student will understand:***
☐ ***The concerns of Progressives at the turn of the century***	☐ ***The concerns of Progressives at the turn of the century*** *(social reform, political corruption at the state and local level, economic advantages of trusts and monopolies, social conditions of the urban poor [role of the "muckrakers]).*
☐ ***The successes of Progressivism***	☐ ***The successes of Progressivism*** *(changes in forms of city government, voting reforms [initiative, referendum, recall, the popular election of senators and women's suffrage], income tax, Prohibition, protection of workers and consumers]; business regulation, child labor laws, conservation of natural resources, legacy of continued reform).*
☐ ***The limitations of Progressivism***	☐ ***The limitations of Progressivism*** *(national agenda did not include issues of institutional racism and segregation [Jim Crow laws], immigration restrictions, government policies toward Native Americans, increasing gap between wealthy and impoverished).*
• **Emergence of a modern capitalist economy in the 1920s**	• **Emergence of a modern capitalist economy in the 1920s**
The student will understand:	***The student will understand:***
☐ ***How new inventions, new methods of production and new sources of power transformed work, production and labor***	☐ ***How new inventions*** *(automobile, radio)*, ***new methods of production*** *(moving assembly line),* ***and new sources of power*** *(electricity)* ***transformed work, production and labor*** *in the 1920's.*
☐ ***How news ways of buying and selling created a consumer economy/society***	☐ ***How news ways of buying*** *(installment buying, department stores),* ***and selling*** *(advertising)* ***created a consumer economy/society.***
☐ ***How corporate changes affected the society and culture***	

	☐ ***How corporate changes affected society and culture*** *(more businesses go public, millions of small investors put money in the stock market, margin buying, farming crisis, northern migration, increased urbanization, rise of the Klan, Harlem renaissance, role of women).*
• **The Great Depression and the New Deal** ***The student will understand:*** ☐ ***The causes of the Great Depression*** ☐ ***The effect of the Great Depression on the American family.*** ☐ ***How the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life.***	• **The Great Depression and the New Deal** ***The student will understand:*** ☐ ***The causes of the Great Depression*** *(Industrial overproduction, stagnation of workers' wages, large inequities in income, failure in the farm sector, Hoover's federal economic policies, impact of global depression, collapse of the stock market in 1929, bank failures).* ☐ ***The effect of the Great Depression on the American family*** *(lack of food, homelessness, migration, effect of prolonged unemployment on families; community and organizational responses to the conditions of the Depression [Bonus Army, solidification of the labor union movement]).* ☐ ***How the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life*** *(FDR pushed through massive legislative agenda for relief, recovery, and reform. The role of government was expanded and organized labor won new rights. The New Deal left a legacy of programs still in existence today [FDIC, FICA]).*
• **Influence of 20th century events in Asia and Europe on the U.S. (World Wars I and II)** ***The student will understand:*** ☐ ***The causes of World War I*** ☐ ***Events that led to the entrance of the United States into World War I.***	• **Influence of 20th century events in Asia and Europe on the U.S. (World Wars I and II)** ***The student will understand:*** ☐ ***The causes of World War I*** *(militarism, nationalism, imperialism, system of alliance [Central Powers: Germany, Austria-Hungary, Ottoman Empire; Allies: Great Britain, France, Italy, Russia]; assassination of Archduke Franz Ferdinand by a Serbian nationalist).*

- ☐ ***The character of the war on the western and eastern fronts in World War I, and how new military technology contributed to the scale and duration of the war.***
- ☐ ***How the terms of the Versailles Treaty and the social and economic challenges of the postwar decade set the stage for World War II.***
- ☐ ***How the United States and other nations responded to aggression in Europe and Asia.***
- ☐ ***The military and economic mobilization of the United States during World War II, and its impact on American society.***
- ☐ ***The character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.***

- ☐ ***Events that led to the entrance of the United States into World War I*** *(German submarine warfare, British propaganda; Zimmerman Note).*
- ☐ ***The character of the war on the western and eastern fronts in World War I, and how new military technology*** *(poison gas, tanks, machine guns, airplanes, submarines)* ***contributed to the scale and duration of the War.***
- ☐ ***How the terms of the Versailles Treaty and the social and economic challenges of the postwar decade set the stage for World War II*** *(treaty redraws boundaries of Europe; European allies reject Wilson's Fourteen Points, U.S. rejects the League of Nations; treaty wounds German national pride; war reparations hurt the German economy; postwar conditions led to the emergence of Nazi party in Germany [emotional appeal of Adolf Hitler] and Italian fascism; Japanese military takeover of the Japanese government).*
- ☐ ***How the United States and other nations responded to aggression in Europe and Asia*** *(initial response: policy of appeasement, US isolationism, response of the League of Nations to Italy's attack on Ethiopia; European nations declared war on Germany and its allies in 1939 following the invasion of Poland, the US stops all shipment of steel and oil to Japan following the Japanese invasion of Indochina; US declares war on Japan following Japanese attack on US naval base at Pearl Harbor on December 7, 1941.*
- ☐ ***The military and economic mobilization of the United States during World War II*** *(consumer industries converted to military production and productive capacity soared [Kaiser shipyards, farm production]; Great Depression ends; rationing of goods required, restrictions on labor strikes),* ***and its impact on American society*** *(internment of Japanese Americans, more African Americans move north and west [racial tensions], women worked in war plants and shipyards).*
- ☐ ***The character of the war in Europe*** *(German blitzkrieg; multiple fronts: pushing north from Africa, east from Normandy and west from the Soviet Union; alliances of major powers: Germany, Italy, Japan [Axis Powers], Great Britain, France, the USSR, United*

	States [Allied Powers];and ***the Pacific*** *(island hopping),and* ***the role of inventions and the new technology on the course of the war.*** *(airplanes, atomic bombs [including Truman's justification for their use], nylon, radar).*
Reconstruct, interpret and represent the chronology of significant events, development and narratives from U.S. history ***The student will:*** ☐ ***Reconstruct the chronological order of significant events related to historical developments.*** ☐ ***Interpret the relationship of events occurring over time.*** ☐ ***Interpret timelines, charts and graphs illustrating chronological relationships.***	**Reconstruct, interpret and represent the chronology of significant events, development and narratives from U.S. history** ***The student will:*** ☐ ***Reconstruct the chronological order of significant events related to historical developments.*** *Events will be limited to those included in the U.S. history benchmarks and eligible content for grade 10.* ☐ ***Interpret the relationship of events occurring over time*** *(cause and effect relationships, coincidental relationships [accidental and remarkable occurrences of events at the same time, suggesting but lacking a casual relationship], unrelated events). Events will be limited to those included in the U.S. history benchmarks and eligible content for grade 10.* ☐ ***Interpret timelines, charts and graphs illustrating chronological relationships.***
Compare and contrast institutions and ideas in various eras of history, noting cause and effect relationships and change and continuity over time ***The student will:*** ☐ ***Recognize and interpret continuity and/or change with respect to particular historical developments in early 20th century history.***	**Compare and contrast institutions and ideas in various eras of history, noting cause and effect relationships and change and continuity over time** ***The student will:*** ☐ ***Recognize and interpret continuity and/or change with respect to particular historical developments in early 20th century history*** *(e.g., American isolationism, domestic reform, development of capitalism, the conduct of war, rights of African Americans, Native Americans, Hispanic Americans, women; the role of youth, racism).*
Understand the causes, characteristics and impact of political, economic and social developments, including:	**Understand the causes, characteristics and impact of political, economic and social developments, including** • **Imperialism and colonialism in the 20th century** ***The student will understand:***

• **Imperialism and colonialism in the 20th century**	
The student will understand:	
❑ ***The extent of European colonization in Asia and Africa at the turn of the century.***	❑ ***The extent of European colonization in Asia and Africa at the turn of the century*** *(Most of Africa was under foreign rule -- Britain controlled India, European nations controlled trade in China, the French controlled southeast Asia; Germany and Italy were among the last to race for colonies; imperialism as one cause of World War I).*
❑ ***The causes and characteristics of the resistance movement in India.***	❑ ***The causes and characteristics of the resistance movement in India*** *(nationalism as a cause; India's movement for independence [Gandhi and the principle of non-violence].*
❑ ***Japanese expansion overseas to solve economic problems.***	❑ ***Japanese expansion overseas to solve economic problems*** *(desire for raw materials; Japanese invasion of Manchuria marks beginning of Japanese aggression that will lead to World War II).*
• **Revolutions in China, Russia and Mexico**	• **Revolutions in China, Russia and Mexico**
The student will understand:	***The student will understand:***
❑ ***The impact of the Chinese Revolution of 1911, and the causes of China's Communist Revolution in 1949.***	❑ ***The impact of the Chinese Revolution of 1911*** *(overthrow of Manchu Dynasty [end of imperial rule] and establishment of the Chinese Republic under Sun Yat-sen),* ***and the causes of China's Communist Revolution of 1949*** *(Democracy promised but not delivered and failure to solve economic problems contributed to the appeal of the Communist Party; formation of the People's Republic of China and role of Mao Zedong).*
❑ ***The causes and consequences of the Russian Revolution of 1917, and the impact on politics In the United States in the 1920's.***	❑ ***The causes and consequences of the Russian Revolution of 1917*** *(The czarist government was weak, corrupt and inefficient during World War I; Russian armies suffered huge defeats; food was scarce; workers were discontented; Russian czars resisted change and reform. Czar overthrown and Communists gain power [role of Lenin], civil war erupts; Lenin dies and Stalin assumes power; life in the Soviet Union under Stalin),* ***and the impact on politics in the United States in the 1920's*** *(the Russian Revolution introduces Communism as a new political structures to the world with a focus on a command economy, abolition of private property and religion, and totalitarian rule. Tensions rise between capitalist and socialist philosophies resulting in America's first "Red Scare" highlighted by the Palmer Raids and the Sacco-Vanzetti trial.*
❑ ***The causes and consequences of the Mexican Revolution of 1911-1917.***	

	❑ ***Causes and consequences of the Mexican Revolution of 1911-1917*** *(most land in hands of wealthy landowners, foreign investment and control, extreme poverty among peasants; American intervention contributes to long-term legacy of resentment and distrust).*
• **Nazi Germany and the Holocaust** ***The student will understand:*** ❑ ***The development of Nazi racism and theory of the "master race" in the context of a history of European anti-Semitism.*** ❑ ***The systematic campaign of terror and persecution.*** ❑ ***The response of the world community.***	• **Nazi Germany and the Holocaust** ***The student will understand:*** ❑ ***The development of Nazi racism and theory of the "master race" in the context of a history of European anti-Semitism*** *(victimization of Jews [expulsions, pogroms, ghettos]; Jews blamed for German losses in World War I; Hitler's theory of the Aryan "master race").* ❑ ***The systematic campaign of terror and persecution*** *(denial of civil and human rights, use of ghettos, deportations and concentration camps [Jews, political prisoners, gypsies and others], "Final Solution," near annihilation of European Jewry).* ❑ ***The response of the world community*** *(curbs on immigration, limited outcry, noteworthy incidents of sanctuary [Denmark], individual acts of heroism, and organized resistance efforts).*
Interpret and represent the chronology of significant events and developments in world history ***The student will:*** ❑ ***Reconstruct the chronological order of significant events related to historical developments.*** ❑ ***Interpret the relationship of events occurring over time.*** ❑ ***Interpret timelines, charts and graphs illustrating chronological***	**Interpret and represent the chronology of significant events and developments in world history** ***The student will:*** ❑ ***Reconstruct the chronological order of significant events related to historical developments.*** *Events will be limited to those included in the world history benchmarks and eligible content for grade 10.* ❑ ***Interpret the relationship of events occurring over time*** *(cause and effect relationships, coincidental relationships [accidental and remarkable occurrences of events at the same time, suggesting but lacking a casual relationship], or unrelated events). Events will be limited to those included in the world history benchmarks and eligible content for grade 10.*

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relationships.	☐ ***Interpret timelines, charts and graphs illustrating chronological relationships.***

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ELIGIBLE CONTENT	
OUTLINE VERSION **Grade 5**	**EXTENDED VERSION** **Grade 5**
Civics and Government	**Civics and Government**
Identify essential ideas expressed in the Declaration of Independence and the Constitution	**Identify essential ideas expressed in the Declaration of Independence and the Constitution**
The student will understand:	***The student will understand:***
☐ ***The concept of rule of law***	☐ ***The concept of rule-of-law*** *(All members of society, even leaders, must obey the laws).*
☐ ***The purposes of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.***	☐ ***The purposes of laws and government*** *(to protect individual rights and promote the common good),* ***provisions to limit powers,*** *(separate powers for each branch)* ***and the ability to meet changing needs*** *(amendment process),* ***as essential ideas of the Constitution.***
Identify and distinguish among the branches (legislative, executive and judicial) and levels (federal, state and local) of government in the United States	**Identify and distinguish among the branches (legislative, executive and judicial) and levels (federal, state and local) of government in the United States**
The student will understand:	***The student will understand:***
☐ ***The names and primary function of each branch of government at the federal and state levels.***	☐ ***The names and primary function of each branch of government at the federal and state levels*** *(legislative: passes laws; executive: carries out and enforces laws; judicial: makes decisions concerning laws; the legislative branch at the federal level is called the Congress; the executive branch at the federal level is headed by the President, the executive branch at the state level is headed by the Governor; the judicial branch at the federal and state levels is headed by a Supreme Court.*
☐ ***Public safety, transportation, education and recreation are responsibilities of local governments.***	☐ ***Public safety*** *(police, fire),* ***transportation*** *(streets, highways, bus system),* ***education and recreation*** *(schools, libraries, parks)* ***are responsibilities of local governments.***
Identify how laws are made and enforced by government in the United States	**Identify how laws are made and enforced by government in the United States**

The student will understand that: ☐ ***Laws are made at the federal level and the state level.*** ☐ ***Laws are made to protect individual rights and the common good.*** ☐ ***Laws are enforced at the federal, state and local levels.***	***The student will understand that:*** ☐ ***Laws are made at both the federal level*** *(by Congress)* ***and the state level*** *(by the state legislature or directly by the people through the initiative process in Oregon).* ☐ ***Laws are made to protect individual rights and the common good*** *(and can recognize examples of each).* ☐ ***Laws are enforced at the federal,*** *(by government bureaucracies, which establish regulations and guidelines around laws),* ***state and local*** *(state and local police)* ***levels.***
Identify how citizens can make their voices heard responsibly in the political process ***The student will understand that:*** ☐ ***Citizens can learn about public issues.*** ☐ ***Citizens can influence the actions of government.***	**Identify how citizens can make their voices heard responsibly in the political process** ***The student will understand that:*** ☐ ***Citizens can learn about public issues*** *through reading and the media, discussing issues with other citizens and attending meetings of government organizations (school boards, city council).* ☐ ***Citizens can influence the actions of government*** *by voting, contacting public officials, signing petitions, taking part in peaceful demonstrations, and working on or contributing money to political campaigns.*
Recognize examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties and agreements ***The student will understand that:*** ☐ ***Nations interact economically.*** ☐ ***The United States makes treaties with other nations, including Indian nations.*** ☐ ***Nations demonstrate good will toward other nations in a variety of ways.***	**Recognize examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties and agreements** ***The student will understand that:*** ☐ ***Nations interact economically*** *by exporting and importing, through the activities of multinational companies, and by free trade and trade agreements.* ☐ ***The United States makes treaties with other nations, including Indian nations*** *to formalize agreements regarding rights or national security.*

	☐ ***Nations demonstrate good will toward other nations in a variety of ways,*** *including by visits and exchanges of gifts or cultural collections and icons.*

ELIGIBLE CONTENT

OUTLINE VERSION Grade 8	EXTENDED VERSION Grade 8
Civics and Government	**Civics and Government**
Understand the purposes of government as stated in the Constitution and specific provisions that limit the power of government in order to protect the rights of individuals	**Understand the purposes of government as stated in the Constitution and specific provisions that limit the power of government in order to protect the rights of individuals**
The students will understand:	***The students will understand:***
☐ ***The purposes of government as stated in the Preamble.***	☐ ***The purposes of government as stated in the Preamble*** *(to form a more-perfect union, establish justice, etc.).*
☐ ***How the power of government is limited in the United States.***	☐ ***How the power of government is limited in the United States*** *(separation and sharing of powers; checks and balances; and the Bill of Rights).*
☐ ***Provisions of the Bill of Rights that protect individual rights.***	☐ ***Provisions of the Bill of Rights that protect individual rights*** *(trial by jury; freedom of religion, speech, press and assembly, due process [search and seizure], and right of appeal).*
Identify how powers and responsibilities are distributed and balanced among the legislative, executive and judicial branches of government at federal, state, and local levels	**Identify how powers and responsibilities are distributed and balanced among the legislative, executive and judicial branches of government at federal, state, and local levels**
The student will understand:	***The student will understand:***
☐ ***The powers of each branch of government as stated in the Constitution.***	☐ ***The powers of each branch of government as stated in the Constitution*** *(legislative: power to make war, levy taxes, establish post offices, coin/print money, regulate commerce, borrow money, and "elastic clause;" executive: commander-in-chief, makes treaties, and makes appointments; judicial: concepts of "original jurisdiction" and "appellate jurisdiction").*
☐ ***How each branch of the federal government checks and balances the power of the other two branches.***	☐ ***How each branch of the federal government checks and balances the power of the other two branches*** *(legislative: power to impeach the President and federal judges, power to disapprove of presidential nominations, and power to propose amendments to the Constitution; executive: power to veto laws passed by Congress,*
☐ ***The legislative, executive, and judicial institutions at each level of government.***	

	power to nominate federal judges, and power to act as commander-in-chief; judicial: power to declare laws made by Congress or actions of the executive branch unconstitutional). ☐ ***The legislative, executive, and judicial institutions at each level of government*** *(federal government: U.S. Congress [legislative], president [executive], U.S. Supreme Court [judicial]; state government: State legislature [legislative], Governor [executive], State Supreme Court [judicial]; local government: City and County Commissioners [legislative], Mayor [executive], District judges [judicial].*
Understand the role of laws in the United States, and the processes through which they are made, applied and enforced ***The student will understand:*** ☐ ***The role of three kinds of law in the United States: Constitutional law, criminal law, and civil law.*** ☐ ***How laws are made at the federal and state level.*** ☐ ***How courts are organized by level and their jurisdiction.***	**Understand the role of laws in the United States, and the processes through which they are made, applied and enforced** ***The student will understand:*** ☐ ***The role of three kinds of law in the United States: Constitutional law*** *(deals with powers or rights set forth in the Constitution);* ***criminal law*** *(deals with disputes or actions involving violations of law);* ***and civil law*** *(deals with the private rights of individuals).* ☐ ***How laws are made at the federal and state level*** *(how bills are introduced, passed by both Houses of Congress [state legislature at state level], and signed by the President [Governor at state level]).* ☐ ***How courts are organized by level*** *(federal, state, and county)* ***and their jurisdiction.***
Understand citizens' roles and ways of participating responsibly in the political process ***The student will understand:*** ☐ ***Civic responsibilities of American citizenship.*** ☐ ***Opportunities for participation in the political process.***	**Understand citizens' roles and ways of participating responsibly in the political process** ***The student will understand:*** ☐ ***Civic responsibilities of American citizenship*** *(voting, obeying laws, paying taxes, following the political process, serving as a juror, respecting the rights of others).* ☐ ***Opportunities for participation in the political process*** *(monitoring politics and government [reading about and discussing public issues, and attending meetings of government agencies];*

	influencing politics and government [voting, working for a political campaign, signing or circulating a petition, participating in a peaceful demonstration, donating money to a political cause or party, contacting congressional representatives]).
Identify how the actions of the U.S. government affect citizens of other countries and, in turn, affect its own citizens ***The student will understand:*** ☐ ***How the U.S. government affects citizens of other countries.*** ☐ ***How U.S. government actions with other nations affect citizens of the United States.***	**Identify how the actions of the U.S. government affect citizens of other countries and, in turn, affect its own citizens** ***The student will understand:*** ☐ ***How the U.S. government affects citizens of other countries.*** *(Congress declares war, approves treaties and international trade agreements, passes immigration laws, and may appropriate foreign aid; the President makes treaties, appoints ambassadors, and acts as Commander-in-Chief; the Supreme Court decides cases involving treaties, ambassadors, and treason).* ☐ ***How U.S. government actions with other nations affect citizens of the United States*** *(wars potentially bring loss of life, shortages in consumer goods, political dissent, economic growth; trade agreements can affect U.S. workers; foreign policy decisions can provide national security or threat).*

ELIGIBLE CONTENT	
OUTLINE VERSION **Grade 10**	**EXTENDED VERSION** **Grade 10**
Civics and Government **Understand how the Constitution can be a vehicle for change and for resolving issues as well as a device for preserving values and principles of society** ***The students will understand:*** ☐ ***Provisions for amending the U.S. Constitution and the Oregon Constitution including how amendments may be introduced, what is required for passage and how the process accommodates changing needs and the preservation of values and principles.*** ☐ ***The "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.*** ☐ ***The concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.***	**Civics and Government** **Understand how the Constitution can be a vehicle for change and for resolving issues as well as a device for preserving values and principles of society** ***The students will understand:*** ☐ ***Provisions for amending the U.S. Constitution and the Oregon Constitution, including: how amendments may be introduced*** *(U.S. Constitution: two-thirds vote of House and Senate or two-thirds vote of state legislatures to call a convention. Oregon Constitution: introduced in legislature, referred to the voters or initiated by voters. This requires a petition signed by registered voters),* ***what is required for passage*** *(U.S. Constitution: ratification by three-fourths of the states. Oregon Constitution: majority vote of the people),* ***and how the process accommodates changing needs and the preservation of values and principles*** *(Federal constitutional amendment process is demanding so that changes will not be made lightly; however, amendments have been made over time to accommodate changing needs).* ☐ ***The "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.*** *The "supremacy clause" establishes the Constitution, laws passed by Congress and treaties as supreme when in conflict with state laws. Subsequent amendments to the Bill of Rights reinforced the supremacy of federal law.* ☐ ***The concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.*** *Judicial review refers to the power of the courts to declare laws and actions of local, state or national governments as invalid if they violate the Constitution. A Supreme Court decision on the meaning of the Constitution can be changed only if the Court itself changes its views or if an amendment to the Constitution is passed.*

Understand the purposes behind the organization of the United States government and the responsibilities and interrelationships of its three branches, its agencies and its levels (federal, state, local) ***The student will understand:*** ❑ ***How federalism limits power, creates more opportunities for people to participate, facilitates accountability, and enables the government to be responsive and effective.*** ❑ ***The distribution of power between the federal and state governments.*** ❑ ***How each branch of the federal government checks and balances the power of the other two branches***	**Understand the purposes behind the organization of the United States government and the responsibilities and interrelationships of its three branches, its agencies and its levels (federal, state, local)** ***The student will understand:*** ❑ ***How federalism limits power, creates more opportunities for people to participate, facilitates accountability, and enables the government to be responsive and effective.*** ❑ ***The distribution of power between the federal and state governments*** *(separate powers of the federal government [expressed and implied powers]: regulate foreign and interstate commerce, coin money, provide army and navy, declare war, establish federal courts below the Supreme Court, conduct foreign relations; exercise power implied from the expressed powers ["elastic clause"]; separate powers of state governments [reserved powers]: regulate intrastate commerce, establish local government systems, administer elections, and protect the public's health and welfare; concurrent powers of both the federal and state governments: levy taxes, borrow money, spend for general welfare, establish courts, enact and enforce laws).* ❑ ***How each branch of the federal government checks and balances the power of the other two branches*** *(legislative: power to impeach the President and federal judges, power to disapprove of presidential nominations, and power to propose amendments to the Constitution; executive: power to veto laws passed by Congress, power to nominate federal judges, and power to act as commander-in-chief; judicial: power to declare laws made by Congress or actions of the executive branch unconstitutional).*
Explain how laws are developed and applied to provide order, set limits, protect basic rights and promote the common good ***The student will understand:*** ❑ ***The process by which laws are developed at the federal level and key differences between how laws are developed at the federal level and in Oregon.***	**Explain how laws are developed and applied to provide order, set limits, protect basic rights and promote the common good** ***The student will understand:*** ❑ ***The process by which laws are developed at the federal level*** *(introduction of a bill, committee review process, approval of House and Senate, and presidential review [approval, veto]),* ***key***

❑ ***How the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.*** ❑ ***The role of due process in the protection of individuals.***	***differences between how laws are developed at the federal level and in Oregon*** *(referendum: legislature may choose to present passed legislation to voters for popular approval before adoption; initiative petition: voters may initiate legislation and place directly on the ballot for popular approval and adoption]).* ❑ ***How the Bill of Rights offers protection of individual rights*** *(provisions of the Bill of Rights),* ***and how rights are limited for the benefit of the common good.*** ❑ ***The role of due process in the protection of individuals*** *(habeas corpus, presumption of innocence, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, and right of appeal).*
Understand the roles of citizens as informed, responsible participants in the political process ***The student will understand:*** ❑ ***Civic responsibilities of American citizen.*** ❑ ***The origins and major characteristics of American political parties and how they provide opportunities for citizen participation.*** ❑ **Opportunities for participation in the political process.**	**Understand the roles of citizens as informed, responsible participants in the political process** ***The student will understand:*** ❑ ***Civic responsibilities of American citizen*** *(obedience of law, being informed about public issues, monitoring the adherence of government leaders and institutions to constitutional provisions and limitations, paying taxes, registering to vote and casting educated votes, serving as a juror, and performing public service).* ❑ ***The origins and major characteristics of American political parties*** *(why political parties first developed [people had different views about government]; why new parties develop [a belief that neither of the two major parties is meeting a certain need. Third parties are formed to remedy this situation]), and* ***how parties provide opportunities for citizen participation*** *(working on campaigns, working in and up the party's organization [precinct, ward, county, district, state, and national levels]).* ❑ ***Opportunities for participation in the political process*** *(voting, joining political parties and interest groups, communicating with public officials, influencing lawmaking through initiative petitions, and civil disobedience [carries risks]).*
Understand the purposes and functions of major international organizations	**Understand the purposes and functions of major international**

(e.g. United Nations, NATO, Red Cross) and how the United States interacts with other nations through them ***The student will understand:*** ☐ ***The purposes and functions of the United Nations, and the role of the United States in the United Nations.*** ☐ ***The purpose and function of international humanitarian agencies and special interest advocacy groups, and how the United States interacts with people in other nations through these organizations.***	**organizations (e.g. United Nations, NATO, Red Cross) and how the United States interacts with other nations through them** ***The student will understand:*** ☐ ***The purposes*** *(to serve as an agency to deal peacefully with disputes between nations)* ***and functions of the United Nations,*** *(forum for discussion and recommendations for solutions to problems; Secretary General serves as Executive),* ***and the role of the United States in the United Nations*** *(permanent member of the Security Council; UN headquarters are in New York City).* ☐ ***The purpose and function of international humanitarian agencies and special interest advocacy groups*** *(These voluntary associations, which exist independently of government, provide economic and social services to people in need or advocate for national governments to take action collectively to solve an international problem),* ***and how the United States interacts with people in other nations through these organizations*** *(The American people voluntarily support these organizations with their labor and contributions).*

ELIGIBLE CONTENT	
OUTLINE VERSION **Grade 5**	**EXTENDED VERSION** **Grade 5**
Geography	**Geography**
Examine and prepare maps, charts, and other visual representations to locate places and interpret geographic information	**Examine and prepare maps, charts, and other visual representations to locate places and interpret geographic information**
The student will use:	***The student will:***
☐ ***Know and use basic map elements to answer geographic question or display geographic information.***	☐ ***Know and use basic map elements to answer geographic question or display geographic information*** *(legend, cardinal and intermediate directions, scale, grid systems [latitude/longitude, number/letter], principal parallels and meridians [equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, prime meridian]).*
☐ ***Use maps and charts to interpret geographic information.***	☐ ***Use maps and charts to interpret geographic information*** *(e.g., population trends, species diversity, precipitation, temperature).*
☐ ***Use other visual representations to locate, identify and distinguish physical and human features of places and regions.***	☐ ***Use other visual representations*** *(photographs, satellite-produced images, pictures)* ***to locate, identify and distinguish physical and human features of places and regions****.*
Locate and identify on maps, the continents of the world, the fifty states of the United States, and the major physical features of Oregon	**Locate and identify on maps, the continents of the world, the fifty states of the United States, and the major physical features of Oregon**
The student will know:	***The student will know:***
☐ ***The names of the continents and their relative size, shape, and location.***	☐ ***The names of the continents and their relative size, shape, and location*** *(i.e., relative to each other).*
☐ ***The names of the fifty states and their location relative to other states.***	☐ ***The names of the fifty states and their location relative to other states.***
☐ ***The location and geographic significance of major mountains, rivers and land regions of Oregon.***	☐ ***The location and geographic significance of major mountains*** *(the Coast Range, the Cascade Range, Siskiyous, Wallowa and Blue Mountains, Steens),* ***rivers*** *(Columbia River, Snake River, Willamette River, Deschutes River, Rogue River)* ***and land regions*** *(Willamette Valley, Columbia River Basin, Great Basin [high*

	desert country]) ***of Oregon.***
Identify physical and human characteristics of regions in the United States and the processes that have shaped them *The student will identify:* ❑ ***Major landforms, bodies of water, vegetation, and climate found in regions of the United States.*** ❑ ***Types of economic activity, population distribution, and cities found in regions of the United States.***	**Identify physical and human characteristics of regions in the United States and the processes that have shaped them** *The student will identify:* ❑ ***Major landforms, bodies of water, vegetation and climate*** *(physical characteristics)* ***found in regions of the United States*** *(New England, the Midwest, Mid-Atlantic, the South, the Great Plains, the Rocky Mountains, the Southwest, the Northwest, Alaska and Hawaii).* ❑ ***Types of economic activity, population distribution, and cities*** *(human characteristics)* ***found in regions of the United States*** *(New England, the Midwest, Mid-Atlantic, the South, the Great Plains, the Rocky Mountains, the Southwest, the Northwest, Alaska and Hawaii).*
Identify patterns of migration and cultural interaction in the United States *The student will understand:* ❑ ***How physical geography affects the routes, flow and destinations of migrations.*** ❑ ***How migrations affect the culture of emigrants and native populations.*** ❑ ***Cultural characteristics found in the United States that originated in other cultures, and the means by which they came to the United States.***	**Identify patterns of migration and cultural interaction in the United States** *The student will understand:* ❑ ***How physical geography affects the routes, flow and destinations of migrations*** *(prehistoric migrations from Asia to North America, migrations from Europe and Africa to colonies in North America, westward migration to Oregon in the 19th century, migrations of people from southeast Asia and Latin America to the United States in the late 20th century).* ❑ ***How migrations affect the culture of emigrants and native populations*** *(migrations from Europe and Africa to colonies in North America, westward migration to Oregon in the 19th century, migrations of people from southeast Asia and Latin America to the United States in the late 20th century).* ❑ ***Cultural characteristics found in the United States that originated in other cultures, and the means by which they came to the United States*** *(language, music, foods and customs brought to America from Europe by European colonists, from Africa as a result of the slave trade and from Latin America and southeast*

Explain how physical environments are affected by human activities and present opportunities, constraints, and hazards for people ***The student will understand:*** ☐ ***How human activity can impact the environment.*** ☐ ***How the physical environment presents opportunities for economic and recreational activity.*** ☐ ***Constraints to human activity caused by the physical environment and the effect on human activity of natural hazards.***	*Asia more recently).* **Explain how physical environments are affected by human activities and present opportunities, constraints, and hazards for people** ***The student will understand:*** ☐ ***How human activity can impact the environment*** *(irrigation to increase crop yields, reforestation to prevent erosion, flood control projects, pollution and depletion of natural resources [garbage and human waste disposal], population and over-consumption).* ☐ ***How the physical environment presents opportunities for economic and recreational activity*** *(solar energy, farming, fishing, mining, forests, shipping, and tourism).* ☐ ***Constraints to human activity caused by the physical environment*** *(climate, landforms, and location)* ***and the effect on human activity of natural hazards*** *(floods, wind storms, tornadoes, and earthquakes).*

ELIGIBLE CONTENT	
OUTLINE VERSION **Grade 8**	**EXTENDED VERSION** **Grade 8**
Geography	**Geography**
Read, interpret, and prepare maps, charts, graphs, and other visual representations to understand geographic relationships	**Read, interpret, and prepare maps, charts, graphs, and other visual representations to understand geographic relationships**
The student will use:	***The student will use:***
☐ ***Maps, charts and graphs to understand patterns of movement over time and space.*** ☐ ***Maps, charts, graphs, and photographs to analyze spatial distributions and patterns.***	☐ ***Maps, charts and graphs to understand patterns of movement*** *(migrations, trade)* ***over time*** *(noting patterns of change and/or continuity)* ***and space*** *(where groups migrated to and from, and why they left one place and moved to another).* ☐ ***Maps, charts, graphs, and photographs to analyze spatial distributions and patterns*** *(e.g., population, settlement, climate, language usage).*
Locate and identify on maps and globes the regions of the world and their prominent physical features	**Locate and identify on maps and globes the regions of the world and their prominent physical features**
The student will identify:	***The student will identify:***
☐ ***The location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.***	☐ ***The location of major mountain ranges*** *(Himalayas, Andes, Rockies, Alps, Ural, African Rift, Atlas),* ***deserts*** *(Sahara, Gobi),* ***rivers****, (Nile, Amazon, Yangtze, and Mississippi),* ***cultural regions*** *(the Middle East and Latin America),* ***and major countries*** *(by continent)* ***in the world.***
Explain and compare physical and human characteristics of major regions and significant places in the world	**Explain and compare physical and human characteristics of major regions and significant places in the world**
The student will:	***The student will:***
☐ ***Locate and identify population centers and the geographic reasons for their locations.*** ☐ ***Identify, locate, and compare the cultural characteristics of places and regions***	☐ ***Locate and identify population centers and the geographic reasons for their locations.*** *(close to rivers and/or coastlines, rich natural environment, climate conducive to agriculture, trade centers).*

☐ ***Recognize relationships between the physical and cultural characteristics of a place or region.***	☐ ***Identify, locate, and compare the cultural characteristics of places and regions*** *(religious symbols, architectural landmarks, types of housing, ethnic and racial characteristics of people, level of technological achievement).* ☐ ***Recognize relationships between the physical and cultural characteristics of a place or region*** *(clothing, recreation, myths, building of dams for flood control, air-conditioned buildings in warm climates, economic activities related to natural resources [land use]).*
Identify patterns of population distribution, migration, and cultural interaction in the United States	**Identify patterns of population distribution, migration, and cultural interaction in the United States**
The student will:	***The student will:***
☐ ***Identify patterns of population distribution and infer causes.***	☐ ***Identify patterns of population distribution*** *(using data from population pyramids and other visual representations [graphs, charts, narratives])* ***and infer causes.***
☐ ***Understand patterns of migration streams in U.S. history.***	☐ ***Understand patterns of migration streams in U.S. history*** *(cause and effect, directionality, form of transportation, order of arrival [relationship of 19th century native populations to newcomers in the United States]).*
☐ ***Understand how migration streams affect the spread of cultural traits.***	☐ ***Understand how migration streams affect the spread of cultural traits*** *(how a language or custom spread from its point of origin to other parts of the world [diffusion]; multicultural character of the United States. Historical context will align with content in US and world history benchmarks and standards for grade 8.)*
Explain how human modification of the physical environment in a place affects both that place and other places	**Explain how human modification of the physical environment in a place affects both that place and other places**
The student will understand:	***The student will understand:***
☐ ***How the process of urbanization affects the physical and characteristics of a place, the human characteristics of a place, and the physical and human characteristics of the surrounding region.***	☐ ***How the process of urbanization affects the physical environment of a place*** *(disruption of existing vegetation and wildlife habitats, redirection of water flow),* ***the cultural characteristics of a place*** *(greater diversity and proximity of goods and services),* ***and the physical and human characteristics***

☐ ***How clearing vegetation affects the physical environment of a place and other places.***	***of the surrounding region*** *(relocation of wildlife, growth of suburbs).* ☐ ***How clearing vegetation affects the physical environment of a place and other places*** *(deforestation, desertification).*

ELIGIBLE CONTENT

OUTLINE VERSION **Grade 10**	**EXTENDED VERSION** **Grade 10**
Geography	**Geography**
Use, interpret, and construct geographic representations (maps, globes, charts, graphs, diagrams, models, photographs, and databases) to analyze information, explain spatial relationships, and compare places	**Use, interpret, and construct geographic representations (maps, globes, charts, graphs, diagrams, models, photographs, and databases) to analyze information, explain spatial relationships, and compare places**
The student will:	***The student will:***
☐ ***Understand the advantages and disadvantages of using a various geographic representations to depict and solve geographic problems.***	☐ ***Understand the advantages and disadvantages of using various geographic representations*** *(maps [including topographic], charts, graphs, globes, photographs, pictures, models, databases, satellite-produced images)* ***to depict and solve geographic problems*** *(e.g., problems related to location, movement, human-environment interactions, etc.)*
☐ ***Use a variety of geographic representations to analyze information, and make decisions regarding geographic issues.***	☐ ***Use a variety of geographic representations*** *(Maps, charts, [population pyramids] graphs, statistics, globes, photographs, and satellite-produced images)* ***to analyze information, and make decisions regarding geographic issues*** *(e.g., transportation routes, land use, location of facilities, traffic patterns).*
Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events	**Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events**
The student will:	***The student will:***
☐ ***Understand how geography played a significant role in the outcome of historical events in the first half of the 20th century.***	☐ ***Understand how geography*** *(climate, terrain, distance, ethnic groupings, location of natural resources, changes in land use [imperialism and colonization])* ***played a significant role in historical events in the first half of the 20th century*** *(Historical context will align with content in US and world history benchmarks and standards for grade 10).*
☐ ***Locate, identify and explain changes in political boundaries from 1900-1945***	☐ ***Locate, identify and explain changes in political boundaries from 1900-1945.*** *(Changes in the map of Europe, Africa and the Middle East after World War I [what was changed and why], divisions of Germany and Berlin and other changes in political boundaries*
☐ ***Locate and identify places and regions most prominent in contemporary events in Oregon, the United States and the world.***	

	after World War II). ☐ ***Locate and identify places and regions most prominent in contemporary events in Oregon, the United States and the world*** *within the past two years.*
Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them	**Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them**
The student will:	***The student will:***
☐ ***Use geographic tools to make and identify change in a place over time, and to infer reasons for the change.***	☐ ***Use geographic tools*** *(maps, aerial photographs, satellite-produced images),* ***to make and identify change in a place over time, and to infer reasons for the change*** *(e.g., pollution, drought, war).*
☐ ***Analyze the effects of technological change on a country's standard of living.***	☐ ***Analyze the effects of technological change on a country's standard of living*** *(isolated communities, urban centers, developing cultures, arid lands, water quality, consolidation of farms and increases in food production).*
☐ ***Analyze the physical and socioeconomic changes that occur in urban areas that gain population and in regions that lose population.***	☐ ***Analyze the physical and socioeconomic changes that occur in urban and other areas that gain population and in regions that lose population*** *(e.g., suburban malls, effect on traditional downtown, impact of mass migration, refugees).*
Understand how transportation and communication patterns have affected the flow and interactions of people, ideas, and products	**Understand how transportation and communication patterns have affected the flow and interactions of people, ideas, and products**
The student will understand:	***The student will understand:***
☐ ***How transportation and communication systems of the present compare to those of the past, and how this changes perceptions of space and time.***	☐ ***How transportation and communication systems of the present compare to those of the past*** *in terms of factors such as quality, efficiency, and speed,* ***and how this changes perceptions of space and time*** *and has led to more global interdependence.*
☐ ***How communication and transportation technologies contribute to trade and cultural convergence.***	☐ ***How communication and transportation technologies contribute to trade*** *(amount, direction, speed)* ***and cultural convergence*** *(e.g., McDonalds all over the world). An increase in cultural convergence contributes to a corresponding decrease in cultural uniqueness.*

Analyze human modifications of the physical environment, their global impacts, and consequences for human activity ***The student will understand:*** ☐ ***Distinctions among renewable resources, non-renewable resources, flow resources and the global consequences of mismanagement.*** ☐ ***How different methods of extracting and using resources affect the environment.*** ☐ ***How and why different people relate and react differently to the land and its resources***	**Analyze human modifications of the physical environment, their global impacts, and consequences for human activity** ***The student will understand:*** ☐ ***Distinctions among renewable resources*** *(resources that can be regenerated if used carefully; e.g., fish and timber),* ***non-renewable resources*** *(finite resources that cannot be replaced once they are used; petroleum, minerals),* ***flow resources*** *(resources that are neither renewable nor nonrenewable, but must be used as, when, and where they occur or they are lost; e.g., running water, wind, sunlight)* ***and the global consequences of mismanagement*** *(water shortages, pollution, desertification).* ☐ ***How different methods of extracting*** *(in forestry and mining)* ***and using resources*** *(consumption vs. "reduce, reuse and recycle")* ***affect the environment.*** ☐ ***How and why people relate and react differently to the land and its resources*** *(influence of religion, economics, social tradition).*

ELIGIBLE CONTENT

OUTLINE VERSION Grade 5	EXTENDED VERSION Grade 5
Economics	**Economics**
Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits	**Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits**
The student will understand that:	***The student will understand that:***
☐ *Whenever a choice is made, there is a cost.*	☐ ***Whenever a choice is made, there is a cost.*** *The cost of a choice is the value of what is given up. Cost is not always monetary. It can be status, an alternate use of time, another job, loss of recess for work time wasted, etc.*
☐ *People choose to trade when each side expects to benefit from the exchange.*	☐ ***People choose to trade when each side expects to benefit from the exchange.*** *Voluntary trade occurs when each party offers something that the other party values more than whatever he or she has to trade. The oldest form of exchange is barter – the direct trading of goods and services between people.*
☐ *Options can be analyzed in terms of cost and benefits.*	☐ ***Options can be analyzed in terms of cost and benefits***. *Few choices are all-or-nothing decisions; they usually involve getting a little more of one thing by giving up a little of something else.*
Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers	**Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers**
The student will understand that:	***The student will understand that:***
☐ *Prices rise and fall depending on supply and demand.*	☐ ***Prices rise and fall depending on supply and demand.*** *If a product is scarce, the consumer is likely to pay a greater price to obtain it. If the supply of the product is greater than the demand (surplus), the price is likely to be reduced.*
☐ *Consumers respond predictably to fluctuations in price.*	☐ ***Consumers respond predictably to fluctuations in price***. *They generally respond to higher prices by purchasing less and to lower prices by purchasing more.*

Understand the processes of earning, saving, spending, budgeting and record keeping in money management	**Understand the processes of earning, saving, spending, budgeting and record keeping in money management**
The student will understand that: ☐ ***People earn income by exchanging their labor for wages and salaries.*** ☐ ***Saving is the part of income not spent on taxes or consumption.*** ☐ ***Spending involves exchanging money for goods or services.*** ☐ ***A budget is a record-keeping plan for managing income and spending.***	***The student will understand that:*** ☐ ***People earn income by exchanging their labor*** *(human resources)* ***for wages and salaries.*** ☐ ***Saving is the part of income not spent on taxes or consumption.*** *Like all economic choices, saving has costs and benefits.* ☐ ***Spending involves exchanging money for goods or services.*** *Money is anything widely accepted as final payment. Money makes trading easier by replacing barter with transactions involving currency or checks.* ☐ ***A budget is a record-keeping plan for managing income and spending.*** *Budgeting requires choices and trade-offs.*

ELIGIBLE CONTENT	
OUTLINE VERSION **Grade 8**	**EXTENDED VERSION** **Grade 8**
Economics	**Economics**
Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources)	**Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources)**
The student will understand that:	***The student will understand that:***
☐ ***People respond predictably to positive and negative incentives.***	☐ ***People respond predictably to positive and negative incentives.*** *A positive incentive is perceived as a reward and encourages a particular behavior. A negative incentive is perceived as something to be avoided, and discourages a particular behavior. Incentives influence people's economic behavior. Incentives can be monetary or non-monetary. Non-monetary incentives might include status, convenience, health, enjoyment, etc.*
☐ ***Price is an incentive for both buyers and producers/sellers in the marketplace.***	☐ ***Price is an incentive for both buyers and producers/sellers in the marketplace.*** *Higher prices for a good or service provide incentives for buyers to purchase less of it and for producers to make or sell more of it. Lower prices provide incentives for buyers to purchase more of it and for producers to make or sell less of it.*
Understand how banks and credit unions serve savers and borrowers	**Understand how banks and credit unions serve savers and borrowers**
The students will understand that:	***The students will understand that:***
☐ ***Banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.***	☐ ***Banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.***
☐ ***Interest rates provide incentives for borrowing.***	☐ ***Interest rates provide incentives for borrowing.*** *Low interest rates are a positive incentive for people to borrow. High interest rates are a negative incentive to borrow.*
Understand factors that determine personal income and predict future earnings based on plans for education and training	**Understand factors that determine personal income and predict future earnings based on plans for education and training**

The students will understand that: ☐ ***A wage or salary is the price of labor, and is usually determined by the supply and demand for labor.*** ☐ ***People's incomes, in part, reflect choices they have made about education, training, skill development and careers.***	***The students will understand that:*** ☐ ***A wage or salary is the price of labor, and is usually determined by the supply and demand for labor.*** ☐ ***People's incomes, in part, reflect choices they have made about education, training, skill development and careers.*** *People with skills that are in demand are likely to earn more than people with skills that are in less demand.*

ELIGIBLE CONTENT	
OUTLINE VERSION **Grade 10**	**EXTENDED VERSION** **Grade 10**
Economics **Understand how incentives, specialization, and competition affect production and consumption in a market economy** ***The student will understand that:*** ☐ ***Specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.*** ☐ ***Competition among sellers leads to lower prices and encourages producers to produce more of what consumers are willing to buy. Competition among buyers increases prices and allocates goods and services only to those who can afford them.***	**Economics** **Understand how incentives, specialization, and competition affect production and consumption in a market economy** ***The student will understand that:*** ☐ ***Specialization increases efficiency, potential output, and consumer well being,*** *(when nations specialize in what they can produce most efficiently, and then trade with each other, both nations may be advantaged),* ***but may have negative side effects.*** *Historically, these have included decline of the artisan, increasing alienation of worker from the product, and a reliance on technology that replaces labor as it makes that labor more productive. Among nations overspecialization leads to a loss of diversity, which makes living standards in such nations vulnerable to sudden shifts in world prices.* ☐ ***Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services only to those who can afford them.*** *Increased competition generally leads to lower prices and increased innovations. Limited or no competition eliminates consumer choice and creates monopoly.*
Understand how consumers, producers, economic institutions and government respond to changes in the economy ***The student will understand that:*** ☐ ***People make economic decisions by comparing costs and benefits.*** ☐ ***Consumer demand and market price directly impact one another.*** ☐ ***Government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.***	**Understand how consumers, producers, economic institutions and government respond to changes in the economy** ***The student will understand that:*** ☐ ***People make economic decisions by comparing costs and benefits.*** *As perceived costs and benefits change, so do people's economic behavior. (Example: as interest rates increase, people may choose to borrow less).* ☐ ***Consumer demand and market price directly impact one another.***

☐ ***Government can affect international trade through tariffs, quotas and trade agreements.***	*An increase in the price of a product encourages people to look for lower-price substitutes. This causes the quantity demanded of the higher price item to decrease and tends to increase price and quantity demanded for the substitute.* ☐ ***Government responds to problems in the economy (rapid inflation or rising unemployment) by fiscal and monetary policies.*** *Congress creates a fiscal policy, raising or lowering spending and taxation, choosing the appropriate response to meet the crisis (inflation or unemployment). The Federal Reserve creates monetary policy by influencing the supply of money to the nation's banks and directly impacting the demand for loans by the public, altering interest rates (i.e., the cost of money). Raising or lowering interest rates can directly affect consumer and business spending, and can correct problems like rising inflation or unemployment.* ☐ ***Government can affect international trade through tariffs, quotas and trade agreements.*** *Tariffs are taxes placed on imports to increase their price in the domestic market. There are two kinds of tariffs – protective tariffs and revenue tariffs. Quotas are used when foreign goods are priced so cheaply that even a high tariff may not protect domestic manufacturers.. Trade barriers are meant to protect domestic industries, but often lead to trade retaliation, less trade and higher consumer prices. High tariffs often hurt more than they help. Nations make trade agreements with other countries to selectively reduce tariffs. Trade barriers can also be imposed for political or social reasons (blockades and/or embargoes to punish or pressure; restrictions to protect health, safety, or the environment).*
Analyze the potential risks and returns of various investment opportunities in a market economy, including entrepreneurship ***The student will be able to:*** ☐ ***Identify potential incentives and disincentives of entrepreneurship.*** ☐ ***Identify potential risks and returns of economic decisions under various economic conditions*** ☐ ***Recognize how workers can increase their productivity by***	**Analyze the potential risks and returns of various investment opportunities in a market economy, including entrepreneurship** ***The student will be able to:*** ☐ ***Identify potential incentives*** *(the possibility of making a profit, opportunity to create new products or improving existing ones)* ***and disincentives*** *(the possibility of losing money)* ***of entrepreneurship.*** ☐ ***Identify potential risks and returns of economic decisions under various economic conditions*** *(e.g., the decision to invest in stocks,*

improving their skills or by using tools and machinery.	*bonds, real estate or bank deposits).* ☐ ***Recognize how workers can increase their productivity by improving their skills*** *(investing in human capital)* ***or by using tools and machinery*** *(investing in capital goods).*

Weighing Assessment Options

Type of assessment	Selected-response assessments[1]	Constructed-response assessments[2]	Essay assessments	Complex forms of assessments[3]
Skills and Knowledge assessed	Memory, recognition, comprehension; careful development permits assessment of higher-level cognitive skills.	Memory, recall, comprehension, and thinking and reasoning skills, including ability to organize ideas and integrate points.	Memory, recall, comprehension, and use of information in the demonstration of higher-level learning outcomes, including synthesis.	Higher-level cognitive skills, such as a problem –solving; real-life application of skills and knowledge; and ability to defend positions.
Strengths	• Can be administered and scored quickly. • Allow teachers to efficiently assess students' grasp of factual information, concepts, and principals, as well as their ability to apply and perform basic skills. • Can sample a broad range of knowledge and skills in a limited amount of time. • Do not favor students with stronger writing skills. • Do not require special equipment or setup time. • Can be administered to students individually or as a group.	• Can edit student responses that more closely approximate skills needed to real life. • Relatively easy to construct. • Can be administered relatively quickly. • Test skills such as ability to organize and communicate ideas, which cannot be assessed by selected-response assessments. • Not as susceptible to guessing as selected-response.	• Can require students to use their reasoning and writing skills. • Can assess complex and higher-level instructional outcomes (analysis, synthesis, evaluation, problem-solving, and cognitive strategies). • Can be reflective of real-world tasks. • Allow for active student involvement through self-and peer assessment, which make them useful instructional tools • Can have a positive impact on instruction by encouraging students to move beyond the "one correct answer" mentality. • Can provide evidence of students' in depth understanding of a topic.	• Can assess complex and higher-level instructional outcomes (analysis, synthesis, evaluation, problem-solving, motor skills, and cognitive strategies). • Move reflective of real –world tasks. • Can be integrated into the curriculum. • Allow for active student involvement through self-and peer assessment, which make them useful instructional tools. • Can have a positive impact on instruction by encouraging students to move beyond the "one correct answer" mentality. • Can provide evidence of students' in depth understanding of a topic.

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[1] Multiple-choice, true/false, matching, etc.
[2] short-answer, labeling diagrams, "show your work," etc.
[3] also called authentic, alternative, and direct assessments; include performance and portfolio assessments

Type of assessment	Selected-response assessments[4]	Constructed-response assessments[5]	Essay assessments	Complex forms of assessments[6]
Potential Weaknesses	• Cannot be used to measure certain learning outcomes, such as creativity, oral communication, and social skills. • May penalize students who do not read well. • Susceptible to guessing. • May communicate the unintended and inaccurate message that recognizing the "right answer" is the primary goal of education. • May encourage teaching that focuses on the acquisition of facts rather than on understanding concepts and on thoughtful application of knowledge.	• Time-consuming to score. • Limited in their ability to adequately assess complex thinking. • Scoring may be somewhat subjective and may be susceptible to evaluator bias, which can affect fairness and validity. • May penalize students who do not read or write well.	• Time-consuming to score. • Require the creation of a model answer and/or list of desired characteristics (rubric). • Scoring can be subjective and therefore susceptible to evaluator bias, which can affect fairness and validity. • Favor students who have strong writing, spelling, and grammar skills. • Fewer items can be answered in a given length of time, so they tend to be less content-valid than selected-response assessments for assessing a broad of topics.	• Time-consuming to construct, administer, and score. • Require the creation of a model answer and/or list of desired characteristics (rubric). • Scoring can be subjective and therefore susceptible to evaluator bias, which can affect fairness and validity. • Not an effective or efficient way to assess factual knowledge. • Are time-intensive, so they typically yield a smaller sample of student behavior.

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[4] Multiple-choice, true/false, matching, etc.
[5] short-answer, labeling diagrams, "show your work," etc.
[6] also called authentic, alternative, and direct assessments; include performance and portfolio assessments

PRINCIPLES OF LEARNING

From Project 2061, Science for All Americans. American Association for the Advancement of Science, 1990. pp. 198-200

Cognitive research is revealing that even with what is taken to be good instruction, many students, including academically talented ones, understand less than we think they do. With determination, students taking an examination are commonly able to identify what they have been told or what they have read; careful probing, however, often shows that their understanding is limited, or distorted, if not altogether wrong. This finding suggests that parsimony is essential in setting out educational goals: Schools should pick the most important concepts and skills to emphasize so that they can concentrate on the quality of understanding rather than on the quantity of information presented.

What Students Learn Is Influenced by Their Existing Ideas

People have to construct their own meaning regardless of how clearly teachers or books tell them things. Mostly, a person does this by connecting new information and concepts to what he or she already believes. Concepts–the essential units of human thought–that do not have multiple links with how a student thinks about the world are not likely to be remembered or useful. Or, if they do remain in memory, they will be tucked away in a drawer labeled, say, "US History course, 1995," and will not be available to affect thoughts about any other aspect of the world. Concepts are learned best when they are encountered in a variety of contexts and expressed in a variety of ways, for that ensures that there are more opportunities for them to become imbedded in a student's knowledge system.

But effective learning often requires more than just making multiple connections of new ideas to old ones; it sometimes requires that people restructure their thinking radically. That is, to incorporate some new ideas, learners must change the connections among the things they already know, or even discard some long-held beliefs about the world. The alternatives to the necessary restructuring are to distort the new information to fit their old ideas or to reject the new information entirely. Students come to schools with their own ideas, some correct and some not, about almost every topic they are likely to encounter. If their intuition and misconceptions are ignored or dismissed out of hand, their original beliefs are likely to win out in the long run, even though they may give the test answers their teachers want. Mere contradiction is not sufficient; students must be encouraged to develop new views by seeing how such views help them make better sense of the world.

Progression in Learning is Usually From the Concrete to the Abstract

Young people can learn most readily about things that are tangible and directly accessible to their senses–visual, auditory, tactile, and kinesthetic. With experience, they grow in their ability to understand abstract concepts, manipulate symbols, reason logically, and generalize. These skills develop slowly, however, and the dependence of most people on concrete examples of new ideas persists throughout life. Concrete experiences are most effective in learning when they occur in the context of some relevant conceptual structure. The difficulties many students have in grasping abstractions are often masked by their ability to remember and recite technical terms that they do not understand. As a result, teachers–from kindergarten through college–sometimes overestimate the ability of their students to handle abstractions, and they take the students' use of the right words as evidence of understanding.

People Learn to Do Well Only What They Practice Doing

If students are expected to apply ideas in novel situations, then they must practice applying them in novel situations. If they practice only calculating answers to predictable exercises or unrealistic "word problems," then that is all they are likely to learn. Similarly, students cannot learn to think critically, analyze information, communicate ideas, make logical arguments, work as part of a team, and acquire other desirable skills unless they are permitted and encouraged to do those things over and over in many contexts.

Effective Learning by Students Requires Feedback

The mere repetition of tasks by students–whether manual or intellectual–is unlikely to lead to improved skills or keener insights. Learning often takes place best when students have opportunities to express ideas and get feedback from their peers. But for feedback to be most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at a time when students are interested in it. And then there must be time for students to reflect on the feedback they receive, to make adjustments and to try again–a requirement that is neglected, it is worth noting, by most examinations–especially finals.

Expectations Affect Performance

Students respond to their own expectations of what they can and cannot learn. If they believe they are able to learn something, whether solving equations or riding a bicycle, they usually make headway. But when they lack confidence, learning eludes them. Students grow in self-confidence as they experience success in learning, just as they lose confidence in the face of repeated failure. Thus, teachers need to provide students with challenging but attainable learning tasks and help them succeed.

What is more, students are quick to pick up on the expectations of success or failure that others have for them. The positive and negative expectations shown by parents, counselors, principals, peers, and–more generally–by the news media affect students' expectations and hence their learning behavior. When, for instance, a teacher signals his or her lack of confidence in the ability of students to understand certain subjects, the students may lose confidence in their ability and may perform more poorly than they otherwise might. If this apparent failure reinforces the teacher's original judgment, a disheartening spiral of decreasing confidence and performance can result.

12th Grade Benchmarks and Contextual Study

The following 12th grade benchmarks could be taught through contextual study.

Social Science Analysis

Define, research, and explain a significant event, issue, problem, or phenomenon, its context and its implications for individuals and communities.

Generate or gather, analyze, interpret, and evaluate data, statistics and information, noting patterns, limitations, and biases.

View and understand an event, issue, problem, or phenomenon in multiple ways, using information and perspectives from various disciplines or interests.

Analyze an event, issue, problem, or phenomenon within a particular context, explaining multiple characteristics, causes, and consequences.

Propose, compare, and evaluate multiple responses, alternatives, or solutions, considering context, using defensible criteria, and supporting conclusions.

Economics

Examine how the U.S. market economy functions within a contemporary context.

Geography

Use, analyze and design geographic representations to interpret and evaluate information related to a specific context.

Locate places and regions that have significance within a specific context and describe their physical, social, cultural, political and economic characteristics.

Analyze issues and effects of population demographics, distribution and cultural and movement patterns within a specific context.

Analyze an issue, event, phenomenon, or problem in terms of the interaction and interdependence of physical and human systems.

Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic or cultural processes that shape them.

Civics

Analyze the development, application and enforcement of laws which significantly impact particular segments of contexts of society.

Analyze government involvement at the federal, state and local levels relative to the resolution of a particular issue.

History

Analyze cause and effect relationships, multiple causation, and patterns of change or continuity over time.

Possible Organizing Structures

Over the past several years, Oregon Department of Education staff members have had numerous conversations with social studies teachers and curriculum directors about how the social studies curriculum might be organized to prepare students to meet the content standards and benchmarks. The models below represent some of the thoughts that were shared. If other models occur to you, please share them with us so we can share them with others.

The content areas listed in bold represent a possible division of curricular emphasis in preparing students to reach the relevant benchmark.

Social science analysis should be integrated appropriately in all organizing structures (i.e., units, courses) at all grade levels.

Grades 4-5

Oregon/U.S. Studies (about 1 year study)

- Oregon History [beginnings to 1859]
- **Oregon/U.S. Geography**
- Civics (focus on local and state levels)
- **Economics**

AND

U.S. Studies (about 1 year study)

- **U.S. History [1492 to 1800]***
- **US Geography**
- **Civics (focus on national level)**
- Economics

*It is possible to teach students about individuals listed in the 5th grade U.S. history benchmark through science or health units or the use of biographies in reading and literature.

Grades 6-8

World Studies (about 1 ½ years study)

- **World History [beginnings to 1914 AD]**
- **World Geography**
- Economics
- Civics

AND

US Studies (about 1 ½ years study)

- **US History [1800-1900]**
- Geography
- **Civics**
- **Economics**

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Grades 9-12

Model 1 (1 year of social sciences at grades 9-10, 2 years at grades 11-12)

Grades 9-10
20th Century Studies (1 year study)

- U.S. and World History (1900 to 1950)
- Geography
- Civics
- Economics

OR
20th Century Studies (1 year study)

- U.S. and World History (1900 to present)
- Geography
- Civics
- Economics

Grades 11-12
Integrated Social Sciences with CAM endorsement area connections (1 year study)
AND
20th Century Studies (1950 to present) organized around the following themes (1 year study):

- Civil and Human Rights
- American Foreign Policy
- Global Economic Interdependence

OR
U.S. History (1950 to present) (1/2 year);
Social Sciences capstone course (see themes above) (1/2 year);
Econ/Civics (1/2 year); and
World Studies (history/geography focus 1950 to present) (1/2 year)
OR
AP courses combined with other configuration such as above for others.

Model 2 (2 years of social sciences at grades 9-10, 1 year at grades 11-12)

Grades 9-10
U.S. Studies (1 year study)

- U.S. History (1900 to present)
- Geography
- Civics
- Economics

AND
World Studies (1 year study)

- World History (1900 to present)
- Geography
- Civics
- Economics

Grades 11-12
20th Century Studies (1950 to present) organized around the following themes (1 year study):

- Civil and Human Rights
- American Foreign Policy

- Global Economic Interdependence

OR

20th Century Studies (1950 to present) (see themes above) (1/2 year study)
Social Sciences capstone course with CAM endorsement connections (1/2 year study)

Model 3 (1 1/2 years of social sciences at grades 9-10 and at grades 11-12)

Grades 9-10
20th Century Studies (1 1/2 years study)

- U.S. and World History (1900-1950)
- Geography
- Civics
- Economics

OR

20th Century Studies (1 year study)

- U.S. and World History (1900 to 1950) OR (1900 to present)
- Civics
- Economics

AND

World Studies (1/2 year study)

- Geography
- Economics

Grades 11-12
Integrated Social Sciences with CAM endorsement area connections (1 year study)
U.S. and World History (1/2 year study)

OR

Social Science capstone course organized around the following themes: (1 year study)

- Civil and Human Rights
- American Foreign Policy
- Global Economic Interdependence

Economics/Civics (1/2 year study)

OR

Economics (1/2 year study)
Civics/U.S. History (1/2 year study)
World Studies (1/2 year study)

OR

AP courses combined with other configuration such as above for others

Possible Organizing Structures

The following two course syllabus models are provided to help develop local ideas.

Model 1

Course Title: Units of Credit toward Diploma:

Course Overview:

Instructional Materials:

List below the knowledge and skills students are expected to demonstrate in the course. Mark with an * the knowledge and skills that represent state benchmarks.

Knowledge and Skills	Performance Indicator

Criteria to be used in determining a student's grade:

Homework Expectations:

Model 2

Course Title

Units of Credit toward Diploma:

Instructional Materials:

Topics/ Units of Study	Time Duration	Expected Learnings (Benchmarks)	CIM? CAM? PASS?	Performance Indicators

How will grades be determined?